

The CATHOLIC SCHOOL JOURNAL

PUBLISHED MONTHLY EXCEPT IN JULY AND AUGUST BY
THE BRUCE PUBLISHING COMPANY

540 NORTH MILWAUKEE STREET
MILWAUKEE, WISCONSIN

CENTRAL OFFICE: 66 E. SOUTH WATER STREET, CHICAGO, ILL.
EASTERN OFFICE: 330 WEST 42ND STREET, NEW YORK, N. Y.
PACIFIC OFFICE: 580 MARKET STREET, SAN FRANCISCO, CALIF.

Vol. 40, No. 9

November, 1940

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Articles Indexed: Articles in the CATHOLIC SCHOOL JOURNAL are indexed in *The Catholic Periodical Index*, and in the Catholic magazine index of *The Catholic Bookman*.—Entered April 20, 1901, as Second Class Matter in the Post Office at Milwaukee, Wis., under the Act of March 3, 1879. Published monthly except in July and August. Copyright, 1940, by The Bruce Publishing Company, Member, Audit Bureau of Circulation.—Subscription Information: Subscription price, \$2.00 per year, payable in advance, Canadian postage, 50 cents; foreign countries, 50 cents. Copies not more than three months old, 30 cents; more than three months, 50 cents. Notice for discontinuance of subscription must reach Publication Office in Milwaukee, at least fifteen days before date of expiration. Changes of address should invariably include old as well as new address. Complaint of nonreceipt of subscribers' copies cannot be honored unless made within fifteen days after date of issue.—Editorial Contributions: The Editors invite contributions on Education and on any subject related to the welfare of Catholic schools; e.g., methods of teaching, child study, curriculum making, school administration, school building construction and upkeep. Manuscripts, illustrations, news items, etc., should be sent to the Publication Office in Milwaukee. Contributions are paid for at regular space rates.—Foreign Subscription Representatives—For England: Geo. E. J. Coldwell, Ltd., 17 Red Lion Passage, Holborn, London, W. C. 1, England.—For Ireland: Browne & Nolan, Ltd., 41 Nassau St., Dublin, Ireland.—For New Zealand: Catholic Supplies, Ltd., 63-65 Dixon St., Wellington, New Zealand.—For India: B. X. Furtado & Sons, Kalbadevi Road, Bombay, India.—For Australia: Pellegrini & Co., 543 George St., Sydney, Australia.—Representatives for Philippine Islands: Catholic Trade School, 1916 Oroquieta, Manila, P. I.

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WHY READ A SCHOOL JOURNAL?

Because it helps you, directly or indirectly, to improve your teaching. To say that this Journal does help teachers is but to repeat what many of them have told us. Discussions of problems of Catholic education by eminent leaders together with plans and devices by many highly successful Catholic teachers fill these pages month after month for an army of intelligent readers. Tell your friends how much they miss if they do not read THE CATHOLIC SCHOOL JOURNAL.

ARE YOU A PSYCHOLOGIST?

Yes, if you are a good teacher. You may not be a professional psychologist, but you do wish to know how the mind works, how it develops, and how to improve the mental (including the spiritual) lives of your pupils. Brother Basil's brief article on "Individualizing Educational Psychology" throws light on these processes. Dr. Fitzpatrick's study of "The Scholastic Self" is a revelation of how schools and teachers often injure the mental and spiritual health of students. The errors in teaching discussed in this article are so common that you are, indeed, a remarkable teacher if you have avoided all of them entirely. Study the article in a quiet half-hour and talk it over with your fellow teachers.

DO YOU TEACH READING?

You should, no matter what your grade or what your special subject. Many pupils fail in arithmetic and science, and other subjects because they cannot read intelligently. Teach your students how to get the thought from the printed page of textbooks and reference books; and, especially this month in observing Catholic Book Week (November 3-9) and National Children's Book Week (November 10-16), teach them how to choose and how to read worth-while books for culture and recreation.

HOW ABOUT CATHOLIC BOOK WEEK?

Catholic Book Week, sponsored by the Catholic Library Association, will be observed for the first time, November 3-9, this year. Read the explanation by Charles L. Higgins, on page 315, and send for a copy of the new Catholic Reading List. And can't you buy a few good books for your school library?

For discussions, practical devices, plays, pictures, etc., to help you observe the Book Weeks, see pages: 298, 299, 303, 304, 307, 308, 312, 315, 318, 320, 321, and 322.

WILL THE ADVERTISEMENTS HELP?

They will. The advertisements in this Journal have been calling attention, in full-page displays down to the smallest notices, to some of the finest textbooks, library books, and reference books obtainable. They also tell you about maps, charts, music, furniture, duplicating machines, electrical equipment, and all sorts of supplies. The advertisements themselves are sometimes useful in the classroom.

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The CATHOLIC SCHOOL JOURNAL

Vol. 40

NOVEMBER, 1940

No. 9

The Scholastic Self: Mental Health of Students^{*}

Edward A. Fitzpatrick, Ph.D.

ONE of the most vexing problems of public school education—in fact, of all education—is the apparent or actual lack of relationship between the effort put forward in our school systems and the corresponding effect on students; or, to put it another way, between the enormous amount of social energy—of which the expenditure is an index—which is put into education and the corresponding lack of education in the products of our school systems.

School Effort vs. Educational Results

If we look at the situation historically, perhaps our problem is brought into sharper relief. If we go back only to the days of Horace Mann in the first flush of the enthusiasm for public education, its power was thought to be omnipotent, and ignorance, poverty, social misunderstanding, and maladjustment were to be wiped out immediately, and the first rays of the dawn of the millennium were already evident to sanguine eyes and hearts. But President Eliot in 1903¹ took inventory of the situation and showed the discrepancy between hope and achievement, between anticipation and stark reality.

We realize today more than ever the discrepancy between the pretension of school education and the reality. Professor Dewey has put all possible criticism in his summarizing phrases.² What the child has learned in school is of no use to him outside of school, and what he does outside of school is not or cannot be used in school. The explanation is found, seemingly, in many things—particularly social things. President Eliot's book was called *More Money for Schools*. The economic explanation itself, however, is not fundamental. His fundamental reason is stated more directly in poor teaching, bad physical conditions in schools, poor textbooks; in short, in the

paraphernalia of education which, of course, can buy or correct. We do not examine today the inadequacies of these social or external reasons.

The Psychology of Self

We think the answer to this question is found in psychology—in the psychology of self. It seems to us that if we are to explain so fundamental a defect of education we must go to the student himself to find the reason. What the school actually does to him, rather than what it thinks it is doing, is our clue. Avoiding for the present any philosophical or metaphysical question of the nature or relation of ego, self, personality, and the related vocabulary, we turn to the psychological facts. Our thesis in brief is this: That the mind of man, in the language of Prince, is made up of "little minds."³ The self of man is, in Burnham's language, made up of "little selves."⁴ These little minds or little selves are mental organizations about some aspect of our lives—the business self, the home self, the club self. In school, children build up a school, or scholastic, self. The schools build up effectively this school or scholastic self but they do not deal effectively with the whole individual. Consequently an effective organized school self—which we shall describe—is not only not useful in the out-of-school experience but tends to be inhibitory or to make such out-of-school experience seem inferior, or unreal, or somehow without significance. What the school does is not to educate the whole individual but to train a narrow self, not to integrate the little selves by means of a set of principles or a philosophy of life but to limit its vision to its own requirements of the child for its own order, or discipline, or demands, or marks.

The Criticisms of the Educational Reformers

If we examine the situation historically, we will find that the problem has existed in every generation and has been one of the persistent problems of education. At this time it would not do to examine the problem through the ages but it might be well briefly to look at the works of the educational reformers, as they were called by Quick, who formed the present generation of teachers.⁵ All that we can do in our time limit is to indicate in summary form the results of our study of the educational reformers. A more elaborate review of the historical data would only confirm the special review which has been made—that there is built up in the student a school or scholastic self which is described best by Herbart in its psychological form even though the practical result of Herbart's pedagogy was to make schooling a teacher-centered process resulting in scholastic selves in the students:

Many pupils reveal a curious contrast. In their own sphere they display a good memory, a lively imagination, keen understanding; by the teacher they are credited with little of all these. They rule perhaps over their playmates because of their superior intelligence, or possess at least the respect of the latter, while in their classes they show only incapacity. Such experiences suggest the difficulty of making instruction take proper hold of the inner growth of the pupil. It is evident, at the same time, that what is customarily ascribed to the action of the various mental faculties takes place in certain groups of ideas.

The grown man has one group of ideas for his church, another for his work at home, a third for society; and so on. These groups, though partially interacting and mutually determinant, are far from being connected at every point. This is true as early as boyhood.

⁵We made a detailed analysis of Comenius' *Great Didactic*, Pestalozzi's *How Gertrude Teaches Her Children*, Herbart's *Dulness of Educational Doctrines*, and Froebel's *Education of Man*. The text contains only the briefest summary of the analysis.

¹Read at a meeting of the American Association for the Advancement of Science, Section on Psychology, Milwaukee, Wis., June 20, 1939.

²Charles W. Eliot, *More Money for Schools*.

³John Dewey, *School and Society*.

⁴William Burnham, *The Normal Mind*.

⁵Morton Prince, "How Many Selves Have We?" in *Psychologies of 1925* (ed. Murchison), pp. 245-275.

The boy has one set of ideas for his school, another for his family circle, still another for the playground, etc. This fact explains better than intentional reserve the observation that a boy is one being at home or at school and quite another among strangers."

Preparatory to our own explanation let us summarize some of the characteristics and some of the causes of this scholastic self as stated by these educational reformers. Some of the characteristics are:

1. parrotlike loquacity,
2. chaff or opinion,
3. words — a commerce of words,
4. never found a useful man who was what is called a good scholar,
5. dislike of learning,
6. good pupil is one who fits in and willingly submits to arrangements that are made.

Some of the causes are:

1. too much teaching (little learning),
2. sacrifice the present to an uncertain future,
3. studies entirely foreign to student,
4. stupefy children by directing them constantly,
5. artificial method,
6. "parrotlike" learning of unintelligible sounds,
7. hurrying to cover curriculum,
8. attitude of teacher — categorical, mandatory, prescriptive, interfering, and arbitrary,
9. conception of child as pure wax or lump of clay,
10. teacher's conception of child's powers belied by the child's actual powers in his own sphere.

These comments in the light of the contemporary criticism of schools prompts the questions: Was it always thus? Must it always be thus? We trust that in the clarification of the process in terms of a scholastic self we have a clue that will enable us to say that it need not always be thus."

The Definition of the Scholastic Self

Perhaps it will be well at this point to define the terms we are using. By a self we mean any mental organization consisting of ideas, attitudes, appreciations, skills, feelings, and volitional elements, organized as a fairly coherent whole about some phase of a man's life or experience. Such mental organizations have been organized about such aspects of a man's life as his home life, or his business or professional life, or his religious life, or his recreational life, or with any dominant aspects of these.

Such selves are organized about the school or college life and constitute what we are calling the school, or scholastic, self.⁸ These selves, including the school or scholastic self, have a unity of their own and are in many cases only very loosely connected or related to other selves in the same person. The school or scholastic self will be referred to, too, as the scholastic-self-complex. We add the word complex because it emphasizes the positive, emotional, and insistent character of this self

in its sphere. It is a rationalized practical-organized self for the classroom. It shows, however, not the easy association of the ordinary complex but a marked tendency toward segregation.⁹

One way of stating the educational problem in psychological terms is that the function of education is the higher synthesis or integration of these selves by self-education. The problem passes into the area of psychiatry or of psychopathology when these selves become entirely dissociated from other selves in the same person.

The Nature of the School

Let us try now to understand how this school or scholastic self is built up. And perhaps our first source may be found in the very nature of the demands which the school (i.e., the teacher) makes on the child. Before we consider the facts, it will be well to keep in mind the nature of the school itself. Life is too long and too costly a way of learning, though, as proverbial wisdom has it, fools will learn in no other school. Schools were created as artificial means to short-cut the life or direct experience method. Its purpose is to provide a special environment by means of which the learner would more economically and more effectively learn the lessons of life. It tends to become self-sufficient. Its own standards — the standards for its own artificial life — become significant in themselves.

Teacher Attitudes and the Scholastic Self

Wickman in his *Children's Behavior and Teachers' Attitudes*, which is a revealing study of how teachers behave toward the misbehavior of children, points the basic condition of the development of the scholastic self, i.e., teacher's attitudes. Some of these attitudes, as summarized by Wickman, are:

1. Teachers are principally concerned whether children are "obedient, truthful, docile, amenable to the imposed requirements of study and classroom order" (p. 77).
2. Good behavior is to the teachers any behavior which does not frustrate their desire for orderliness and their immediate purposes in teaching, or which violate their standards of moral value.
3. The problem child in school is identified by the teachers as one who is antagonistic to authority, does not conform to classroom order and routine, does not make the expected application to prescribed school work, violates the teachers' standards of integrity. But it is to be observed that these behavior tendencies are generally multiplied or exhibited in an extreme degree before the pupil is recognized as an important case of maladjustment (p. 78).

The teacher's conception of the relative forms of school maladjustment was practically exactly the opposite to that of clinicians who considered the whole developmental life of the child. The contrast was especially marked in the contrast of attitudes toward aggressive and attacking

action and shy and withdrawing action. The latter is neglected or accepted by teachers as not disturbing, and is to psychiatrists symptomatic, as it develops in its escape from reality, of functional types of insanity. The teacher's attitude further entrenches the maladjustment and makes for both types permanent adjustment undesirable. This is probably enough detail to indicate the nature of this study.

The fundamental condition of building up the scholastic self is shown here in meeting the demands of teachers. The attitudes of teachers are the conditioning factors. The teacher's reaction to children's behavior emphasizes the conflict between the child's nature and meeting the standards of the adult, or rather nonchild, world of the school. This separates the content of this school world as organized in the child's mind from the rest of his life and increases the tendency structurally to be segregated from other mental organizations or selves.

Psychological Conceptions of Knowledge and the Scholastic Self

Another of the significant factors in the development of the scholastic self is the school's conception of knowledge. We are here not concerned with philosophical or epistemological concepts but with practical or psychological concepts. Of recent studies this has been brought out most comprehensively by the Pennsylvania inquiry and summarized in the report, *The Student and His Knowledge*.

The report points out that "knowledge is the one element which has always been recognized as constituting the core of any genuine educational product." The concept of knowledge which too often has been accepted — which however the Pennsylvania study rejects — "a dry, remote, intellectual" subject matter, emptied of emotion, that somehow or other is to be distinguished from practical, useful ideas, or at least from ideas that interest and excite the student." On the college level this concept is thus described:

Semester courses of study rounded up with a credit examination — the only test ever to be met on that material — have bred in the American student the great academic illusion that he is dealing with knowledge. Such a mass of crammed and undigested information visually recalled, deposited, and abandoned admittedly deserves the term "mere," it is one of the chief preventives of education.¹⁰

¹⁰This is more fully described a little later: "The current practice of the vast majority of American schools and colleges makes no requirement whatever that a given body of knowledge shall become 'the relatively permanent and available equipment of the student.' As though it would avoid that result it takes efficient means to break up the chain of interdependent ideas; it divides knowledge into separate and self-contained semester blocks from which the student is successively released without further responsibility for review, reflection, and retention. The student responds to no demand that he think exactly and resourcefully in terms of ideas earlier acquired. Beyond the course concerned the student knows that he bears no obligations for possessing even the material with which to think. Instead of secure confidence in a mastery of what has been learned as a basis for further learning to come, the attitude of the undergraduate, unless corrected by personal efforts that are quite optional, is one of vagueness and apologetic uncertainty regarding all ideas con-

⁸John F. Herbart, *Outline of Educational Doctrine*.

⁹Cf. Arnold Gesell, *The Guidance of Mental Growth in Infant and Child*, pp. 1-98.

¹⁰On the college and university level this is often called the "academic mind." Cf. Hudson, *The College and the New America*.

¹¹Cf. Edward A. Strecker and Kenneth E. Appel, *Discovering Ourselves* (1931), pp. 87-100, and pp. 161-174.

The head of the Carnegie Foundation, commenting on the report, points out the overemphasis on the curriculum and the neglect of the individual student. The school's "faith in its own administrative techniques is a hindrance to education and the attainment of enduring knowledge. There should be less emphasis upon administrative techniques of the unit-credit type and more upon the individual. With the growth of administrative wisdom tests would not be treated as mere educational gadgets but as tools to be used to free the student in his academic advancement."

This conception of knowledge made effective through formal instruction and reinforced by factual tests and examinations furnishes the scholastic-self-complex with its content. It is an organization of mental materials in a structure that will function in the school: (1) to meet the teacher's demands, (2) to pass examinations, (3) to secure high marks, but it will not function anywhere else, or is not supposed to function anywhere else.¹¹ It is, in Whitehead's words, "inert."¹² It has no life or vitality in it. It is dead knowledge.

Questioning by the Teachers and the Scholastic Self

Another factor entering into the formation of the scholastic self is the teacher's questioning. This is at times occasionally well done. But nearly all students in the course of their school career are certain to have several teachers, the form, manner, and method of whose questioning are certain to develop unwholesome attitudes and injurious inhibitions. The positive factor in questioning contributing to the development of the scholastic self is the acceptance by the teacher of what she had previously told them or what was contained in the textbook. It will be found, if past reports are correct, that the teacher's talking and questioning will take up most of the time of the recitation. Teacher activity will be twice as great as the activity of all the students, as measured by the number of words spoken. The firing of questions at the student, except on matter well known, is bound to have bad effects from a mental hygiene point of view. In lessons whose object was to stimulate thought, teachers have in a forty- or fifty-minute period asked from sixty and seventy to eighty questions. Other contributing factors to the formation of the scholastic self — and

also to bad mental hygiene results of teaching — are: (1) a cross-examining attitude, (2) a lack of interest by the teacher in the answer, (3) a harsh, rasping or even loud voice, (4) bad form in questioning, such as the pumping question, or an overdose of "discuss" questions, and (5) "nagging" or "crabby" attitude on the part of the teacher.

The psychological results — the unhygienic mental results — are confusion, inattention, indifference, as well as the development of alibis, defense mechanisms, and inferiority complexes. A teacher seemingly does not care, so the pupil answers "no" to a question to which she has a certain answer. A teacher thinks it's funny — seems to enjoy it — but she gets no response. A teacher's attitude says, "I don't expect you to know," and the child lives up to the expectation. The child is so afraid of a teacher that she often will not answer from fear. Yamada points out that thousands of children in school are "living in agony" due to misguided questioning.

These unwholesome psychological attitudes cannot but suffuse the whole scholastic self-complex with its emotional tone. They are mere school attitudes and they are factors in the almost complete segregation of the scholastic self from all the other selves of the personality. This "Pandora box of children's troubles" continually opened by the teacher permits many scholastic evils to escape but fortunately leaves some hope. Fortunately, to this as to other aspects of the scholastic process children often develop an immunity.¹³

Examinations and the Scholastic Self

Another contributing factor to the development of the scholastic self is the examination fetish. I am not now attempting to make an evaluation of examinations in the educational process but to note in what ways and to what extent examinations in the actual school process contribute to the development of a scholastic self-complex. The ability to pass examinations is within the school the supreme test of the student's success. It is a kind of sword of Damocles held above the head of each student. It is used as a continuing threat with many students. It is often the determining factor in advancing through the educational machine — unless at times the number of vacant chairs in the next classroom is more decisive. On the other hand some students feel that is the way they can remedy their failure to study daily or to keep up to date. Part of the explanation of this situation is the "necessity" of mass education, the graded steps of the process with certain

material that "must" be covered. And incidental to the process is the familiar cramming, as *during* the process it is cheating, and *after* the process it is forgetting. This process of storing up knowledge was long ago described by Herbert Spencer as building "intellectual" fat which had no value, instead of "intellectual muscle" which had.¹⁴

Notice the self that is built up by the examination process. Its central interest is knowledge or information. It is knowledge in a form to be regurgitated on demand for exhibition purposes. It is concerned with what one author calls "predigestible but still indigestible facts." This is a highly artificial preoccupation. Its standard when its material is not purely factual is personal and variable. The studies of marks show how variable this standard really is. This is a means of the "subjugation of the individual" to the teacher's will and the conventional demands of the school itself as a "mode of life" — highly artificial to be sure. A factor in the segregation of this self is the fear that develops, the strain that is incident to the tension of the examination process, the dependence on the teacher. It has its own moral code which particularly relies on cheating almost inversely in relation to preparation.

This examination world which has its own sets of values is a world all by itself. The regurgitated knowledge which it seeks has no value except for marks. The persons do not accept the moral value incidental to cheating as part of their out-of-school code. The whole thing seems to be a kind of game — no holds withheld — to get the better of the teacher.¹⁵

Extraneous Motivation and the Scholastic Self

A further factor in the development of the scholastic self is the nature of the motivation which the school induces by virtue of (1) the artificial character of the school, (2) the nature of teachers' attitudes, (3) the school's conception of knowledge, (4) the nature of teachers' questions, and (5) the central position of examinations and marks. Finney's designation of school motivation is, probably, the most apt. He calls it the "blight of extraneous motivation." In spite of a general acceptance of the principles of self-education and integration of personality, the motivation in the classroom is in the light of the material presented not intrinsic and not personal. It is extraneous and centered in pleasing the teacher or meeting the conditions of school life. This is so familiar and so often pointed out that we do not illustrate or discuss it in detail.

¹⁴Herbert Spencer's *Education*.

¹⁵A Master's thesis by Margaret Neis on the *Mental Hygiene of Examinations* (Marquette University, 1931), received answers from more than nineteen hundred children in eighth grade or above on their attitude toward examinations. A little more than half of the students liked examinations and a little less than half disliked them. We cannot review the results here but to note that bad mental hygiene reactions are widely prevalent. Where children like examinations it is at times an escape from the recitation, or it is an opportunity to improve marks. In general, it confirms what is said above.

¹²The original significant study of this problem is Gisichi Yamada, *A Study of Questioning*, *Pedagogical Seminary*, Vol. XX (1913), pp. 129-186. Only three other references need be given here. Two are William H. Burnham's *The Normal Mind* (1924) (Cf. his *Wholesome Personality*, 1932), and W. S. Monroe and R. E. Carter, *The Use of Different Types of Thought Questions in Secondary Schools and Relative Difficulty for Students* (1912). The data quoted above is from a Master's thesis by Sister M. Annuciata, *The Mental Hygiene of Questioning* (Marquette University, 1937).

¹¹The principle of social parallelism formulated by Finney in his *Social Philosophy of Education* (pp. 96-115), examines this problem from the social angle and reinforces entirely independently what is here said. Says Finney (p. 115): "By this fundamental principle of parallelism the monstrous deformities of our present school program are revealed in their ludicrous absurdity."

¹³A. N. Whitehead, *Aims of Education*, e.g., pp. 8-9.

MASS NOW



SOULS ARE WAITING

A Poster for November — Sister Thomas Villanova, S.S.N.D. Color scheme: 1 white, 2 yellow, 3 orange, 4 blue green (very light), 5 blue green (light), 6 red, 7 grey, 8 black.

Conclusion

We believe from the foregoing analysis and material that the most fruitful way to conceive educational results as a means of improving education is in terms of mental organization or self that the school builds up in its students. This is more fruitful than conceiving it in terms of economic or social factors. These must be significant

only as they affect changes in him. Whatever the school thought it was doing, it was building up a school self — a scholastic self-complex — which met the demands of teachers by "apple polishing," submission, or otherwise, which could pass examinations, keep the school regulations, be obedient. It achieved marks and acquired school virtues. The self thus constituted

by virtue of school reactions — evils to be borne — with its bad mental-hygiene attitudes was essentially segregated from the rest of the child's personality. This is why education is so often inert, sterile, futile.

This, I think, explains why the words academic, scholastic, schoolmaster or mistress, bookish, etc., have the connotation they do. From the Biblical:

"Of making many books there is no end: and much study is an affliction of the flesh,"

to Browning's

"Men have lived among their books to die case-hardened in their ignorance," this is so, and it is so today in this day of "brain trusts." This is, of course, only another way of saying that education is ineffective.

Though it is not our function here, this analysis helps us to indicate the direction of educational reform, which is what such analysis should be for. This direction is toward:

1. Emphasis on the whole child with the school-self integrated in the personality.
2. Emphasis on the processes of self-education instead of mere conformity to teacher demands or external acquiescence in school order. (Cf. Mayer's *Philosophy of Teaching of St. Thomas Aquinas*.)
3. Emphasis on understanding instead of mere knowledge, on thought rather than memory, on power rather than information.
4. Utilization of the process of teacher questioning and examinations as supplements to the process of self-education and in accordance with the principles of mental hygiene.
5. Reinstatement of knowledge in its relation to life and reorganization of the "fatal disconnection of subjects" in our curriculum so that there will be some degree of mental unity in the various experiences of the student.

A Solemn Thought

Too long has the phrase *alter Christus*, "another Christ," been kept for the young priest. Naturally, because of his special office and special powers, the young priest is the other Christ in supreme fashion. But so is the young lawyer finishing the Catholic law school, the young engineer coming out from the Catholic university, the young A.B., from the Catholic college, or, for that matter, the boy or girl finishing Catholic high school, the youngster gripping tight his diploma that means graduation from parochial school.

The great, and would it be too much to say, the sole, purpose of Catholic education is simply this — the development of other Christs. Christ came not to teach us the way to die, merely; but to teach us the way to live. That is platitude, of course; but the educated Catholic is merely a man or woman who has learned how to live. And there is no way of Christian living except in imitation of Christ, the Son of God and the most perfect of men. — Rev. D. A. Lord, S.J., "The Faculty Adviser."

A Guidance Program in a Catholic High School

Rev. David R. Dunigan, S.J.

THE high-school administrator interested in introducing or improving student guidance in his institution must soon or later spend some of those rare moments which he calls his own in asking himself if, under the circumstances, it is advisable to have a counseling program at all, and in the event that it is to be maintained, if provision should be made in it for the counseling of every pupil, at least in the junior and senior years. He should further decide whether to arrange interviews at regular intervals, with easy access to the faculty at other times, and whether the pupils should be obliged at least to report to their counselors at the times appointed. Lastly, he must determine how to select counselors.

In attempting to come to the assistance of the administrator absorbed in such reflection, I have presumed two privileges: first, that of treating the subject more or less as a whole instead of considering it under the individual topics given above, because the questions overlap so much that a separate treatment of each seems inadvisable; second, to use words and phrases in the interest of economy and directness at the risk of dogmatizing.

To begin with, in spite of present widespread practice to the contrary, I am convinced that those schools which do not maintain *organized*, regular-interval guidance programs are failing to serve the best interests of their students taken as a whole. It is certainly not an adequate substitute for such a service to offer "potential" guidance, if I may so call that which is available *if* the student asks for it—for in actual practice this guidance is not sought often enough to merit for it the title of a service to *all* the students.

What Is Guidance?

To avoid a quibble, I will define here what I mean by guidance. In general, of course, guidance includes all the efforts made by the school to enable its students to attain the ends for which the school exists, but specifically, and in the sense intended in this paper, it includes only those activities that the school through its officers engages in outside of ordinary instructional work to enable the students to profit by the education offered. Usually this will include:

1. Admission of students
2. Orientation: adjustment of new students
3. Student records: academic and non-academic
4. Formal counseling, both educational and vocational
5. Formal counseling about personal affairs: religious, moral, social
6. Extracurricular activities
7. Health service

EDITOR'S NOTE. Here is a very useful article. It points out some of the problems in providing a guidance program and suggests practical solutions. It should be noted (as the author implies) that, no matter how well organized a guidance program may be, any student may seek the guidance of any teacher.

8. Discipline

9. Placement service for graduates.

In asking for a widening of the educational service to include all of the students, reference is especially made to the following points among those enumerated above:

(2) Orientation; (4) Educational and Vocational Guidance; (6) Guidance in extracurricular activities. The other considerations are usually well taken care of in a Catholic school. This is especially true of topic five which has to do with the counseling on moral or religious personal affairs, for which the Catholic schoolboy has the assistance of experts in the persons of the priests connected with the institution, who are able to offer invaluable aid regularly through the Sacrament of Penance or, at the student's wish, through conferences outside of confession.

The point which I wish, at the risk of being tedious, to stress here is not the value of guidance in general, which everyone is prepared to admit, but the wisdom and practicability of extending *all* the guidance services to *all* the students. All the students are *not* provided for in all regards when the principal interviews merely the failing student or when the boy with some personal difficulty receives advice from a priest on the staff, because another and very important type of student, the "inconspicuous" boy may need just as much social or academic adjustment and may very easily escape attention. In other words, there is no definite and organized effort made to search out and offer assistance to the boy in that obscure region of the 70's or C minus; the boy who never comes to the notice of the "Office" for either commendation or condemnation; the boy who never makes a disturbance, but unfortunately never makes the school play either; the boy who will glide on with the current, never facing the future squarely or asking what is coming, never taking inventory of what he has or what he has not in that closet within him marked "Talents." Is it likely that a boy of this nature—and his number is legion—will come of his own accord to seek advice? Often he does not even know he needs it.

It is the school's duty to supply that help. It must provide for him an opportunity—and paradoxical though it may sound—an *obligation* to meet a sym-

pathetic and competent counselor. Of course, it is possible that the boy may refuse to profit by this meeting, but in actual practice this helping situation which the school has created for him is taken up eagerly by the average boy, once the "ice has been broken" for him and he has found that advisers are not as frightening as their title would imply.

Several Plans Have Been Tried

But how can effective counseling machinery be set up? This is the question to which there are several possible, and even conflicting, answers.

First of all, since it is obvious that the task of counseling is a very personal one and therefore one to require tact, wide knowledge of human nature and of the school, and considerable time at one's disposal for interviews, the problem resolves itself into three further questions:

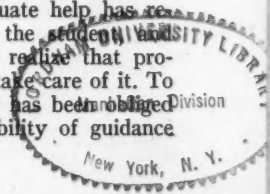
What person is best fitted to be counselor?

Where will time be found to interview all the boys as often as necessary?

How are the requisite interview rooms to be provided?

In former times, one of the commonest answers to the first question was: the principal. And, as a matter of fact, the tasks of counselor are still left to him in many of the smaller schools today. In an attempt to meet the needs of larger institutions, however, the practice has been either to engage a personal counselor, professionally trained for that specific work, or to select a certain number of faculty members and assign to each of them a group of students for direction. Each plan, of course, has something in its favor.

The principal-as-counselor system, if it may be called that, was quite logical. The principal or headmaster had then, as today, by virtue of his office, a broad knowledge of the institution and its potentialities; he had wide experience with young people; he had a rather accurate estimate formed of a particular boy's ability, and had at his disposal a complete record of the individual's academic standing; finally, his position gave the weight of authority to any suggestions which he had to make. Nevertheless, as his routine duties grew apace, he was prevented in actual practice from carrying out a very extensive program of student guidance. Today, in the average large school, he is able at best only to interview and counsel the maladjusted students or those threatened with failure. Mere numbers and limitations of time would prohibit anything more. But the need for more adequate help has remained on the part of the student and educators have come to realize that provision must be made to take care of it. To that end the headmaster has been obliged to delegate the responsibility of guidance



to others, at least for routine interviews.

In some schools this delegation is achieved by the appointment of a professional adviser, independent of other departments, to whom the students may go at any time to present their problems and receive the advice of a skilled counselor. The latest developments in the fields of psychology and medicine are at the disposal of such an adviser. By supposition, he has been especially trained and experienced in handling social and educational problems. It is for this officer a full-time task; he is not embarrassed by a pressing class schedule which he must keep, nor by extracurricular duties which would absorb quantities of his time. He also has the advantage of not being a member of any particular academic department and, therefore, is not influenced by personal considerations in putting forward recommendations. Lastly, it can be supposed that he is interested in this work which is his profession, and that this interest will be carried into his interviews.

The third possibility for this counselorship is to divide the task among a number of the faculty members, each of whom is assigned a list of advisees. The advisability of such a policy is much debated among administrators. A sample presentation of the case against faculty advisers—originally urged on the college level but applicable to the secondary school problem—is the following written in 1926 by President Hopkins of Wabash College:

Faculty advisers are the rule rather than the exception in all of the institutions studied, but, for the most part, their work is of a perfunctory nature. Various plans have been adopted for the purpose of improving the nature of the contact between the faculty members assigned to interviewing the students and the students to be interviewed. The plan in most common use has been to take as large a number of the faculty as could be persuaded to serve and assign from 20 to 50 students to each instructor according to the number of instructors available and the number of students to be advised. This plan has never worked with a degree of success. It presents several difficulties. As one administrator expressed it, "There are not enough persons on any one faculty who will make good advisers." A faculty adviser, to be successful, must have a real and sincere interest in the students. He must have, or be able to acquire, something of a student point of view. He needs a knowledge of the technical requirements of courses, schedules, and credits in the college, and also of the entrance requirements of the various professional schools. He needs some knowledge of the professions and vocations which are open to college men, and especially those which college men consider most often as possible vocations. He needs also such knowledge as is available concerning the individual student with whom he is advising.

For a member of the faculty to carry a full teaching load, acquire such knowledge as this, and also undertake to meet and really consult with students, is apparently quite impossible.¹

Dr. Hopkins feels that only by introducing specialized and expert advisement

personnel can the difficulties which he has enumerated be avoided. Other writers, agreeing with his view, have termed the faculty-advisement method "Unco-ordinated Guidance" and have urged its abolishment.²

But on the other hand, the idea of a full-time personnel officer is unacceptable to educators of another group, although these authorities are ready to concede that a central advisement bureau would be more efficient in many aspects of counseling than, for instance, a busy school administrator. They admit, too, that such a bureau would be welcomed by many a tired instructor who found himself thereby relieved of the exacting task of giving advice and conducting interviews. Nevertheless, they are persuaded that the impersonal personnel system, with its offer of capable assistance which ceases punctually at the end of office hours and its suave, synthetic sympathy available in elastic sizes to fit anyone in any situation, cannot be considered a fair exchange for the easy friendship, the interest, and the mutual trust that obtain between individual members of the faculty and individual students—the result not of vigorous, paid-for efforts, but of a dozen casual meetings, of campus accidents, and, in every case, of free choice.

By Way of Suggestion

One is forced to acknowledge much warm logic in this opinion, but it is capable of being construed as readily against any organized advisory system as against the full-time personnel officer. If one admits, however, that in a large school some regimentation is necessary, then the system of selecting a number of advisers from the faculty approaches most nearly to the ideal "friend situation" sought by the above group. The "previous acquaintance" which so much helps to establish this friendship is secured by the regular-interval interviews, which at least provide a background of familiarity and trust which is bound to be of value when a crisis arises.

Another noteworthy feature of the proposed program is that the interviews are not only fairly frequent, but are *obligatory*, for, as has already been mentioned, to have assistance merely "available"; i.e., to have someone in the school to whom the student is free to go, is really not a sufficient answer to the needs of young folks, since often shyness or indifference or mere ignorance of the fact that a difficulty exists may keep the boy or girl from approaching the counselor.

But how will such counselors be selected from the faculty? It is obvious that every instructor is not qualified to perform such a responsible task. Some common-sense norms to aid in their selection are given by Allen:

1. Teaching ability above average. This implies skill in group discussion and in arousing enthusiasm for his subject

2. Success in his relationships with pupils as indicated by:

- a) number of pupils who consult with him
- b) number of contacts with pupils outside the classroom—in clubs, and in pupils' homes
- c) his interest in the welfare of his pupils
3. Success in his relationships with other teachers. This is indicated by:
 - a) ability to win cooperation
 - b) ability to avoid arousing antagonisms
 - c) ability to stand criticism
 - d) unselfishness in leadership
4. An objective attitude and interest in research
5. A spirit of service which is indicated by:
 - a) willingness to do extra necessary work
 - b) a constructive attitude
 - c) willingness to secure training
 - d) services already rendered to pupils, school, and society.³

If some of Allen's norms seem of less importance than the rest, at least they will do the service of suggesting others.

A consideration on the advisers' side of the question is brought up by Brumbaugh, who recommends that since the selected faculty members are expected to familiarize themselves with the technique of counseling, psychologic tests and study-habit incentives, some time should be provided for them in which to obtain this knowledge. He suggests a leave of absence or at least special arrangements for summer-school courses in these subjects.⁴ The teaching load of such advisers should be proportionately lightened and perhaps provision made for an increase in salary as a reward for outstanding service.⁵

Before he begins on his newly appointed task, the counselor will wish to know what information about his advisees he would find most useful. According to the National Education Association *Research Bulletin*, the types of information most frequently sought by secondary-school counselors as basis for advice about the student's going on to college, are the following:

- Marks in high-school subjects
- A description of personality and character
- The number of credits earned in certain subjects
- Interests and purposes as revealed by interviews or questionnaires
- Ratings on one or more general intelligence tests
- The economic status of the family
- The desires of the student's parents (which suggests the advisability of having the counselor interview the parents as early in the program as possible)
- Apparent abilities of the student in fields other than academic subjects
- The student's health record
- Scores on objective tests in high-school subjects
- Scores on college-aptitude tests
- Scores on tests used to discover special abilities
- Vocational interests and abilities.⁶

¹Allen, Richard D., "Selecting Counselors in Secondary Schools; Screening the High School Faculty," *Vocational Guidance Magazine*, 10:68-72 (November, 1931).

²Brumbaugh, A. J., "An Outline of a Personnel Program for the Small College," *North Central Association Quarterly*, 11:43 (July, 1936).

³Allen, Richard D., "How a Principal Can Direct Guidance," *Occupations*, 16:20 (October, 1937).

⁴Research Bulletin of the National Education Association, XVI:71 (March, 1938).

⁵Hopkins, L. B., "Personnel Procedure in Education," *Educational Record*, Supplement No. 3, pp. 25, 26 (October, 1926).

⁶E.g., Doermann, *The Orientation of College Freshmen*, pp. 114 ff. Baltimore: Williams and Wilkins Company, 1926.

Educational Counsel

With the assistance of this knowledge, the counselor is better able to help students in defining clear-cut objectives; to aid them in planning their program in the light of their personal interests, their abilities, and their objectives; in discovering disabilities and special conditions that may affect academic progress; e.g., poor study techniques, poor reading habits, ineffective use of time, inability to organize reading and lecture notes, or a lack of the background presupposed in the courses being taken. It must be observed in passing that superior students whose achievement falls below what appears reasonable to expect from them, are as much in need of special counsel as those on the borderline of absolute failure.⁷

The adviser should emphasize the need of a balanced general education as the first requisite for any future plans the student may have, whether they include the prospect of going on to college or set the termination of his formal education at the end of high school. To advise the student to seek a "general education" does not conflict with the principle of establishing as early as possible a vocational objective in the mind of the student. The latter does not imply "practical" or "preprofessional" courses to be immediately elected, but rather makes use of the pulling power of a definite objective. The choice on the part of the student does not have to be final; it may change again and again during the course of his preparation, but there should always be present in his mind some impelling motive, some clear-cut purpose and end in view which will act as a co-ordinating principle and inspiration in his studies. Brumbaugh reports that more than 33 per cent of the men and more than 42 per cent of the women entering as freshmen at the University of Chicago in 1931 had no definite purpose in mind for their education.⁸ That is not a state of mind conducive to effective work. Here certainly is the place for friendly questioning and advice; here is the moment *par excellence* for the counselor.

Friendly, Mutual, and Slightly Automatic

If adjustments are needed as time goes on, this friend and adviser is waiting to help each boy. The process of making decisions will not be a dictatorial one, but a cooperative effort—a true conference or "mutual deliberation," as Bragdon terms it,⁹ and because it is just that, the student will undertake to follow the plans suggested, inspired by a sense of their part authorship. And, incidentally, if the busy round of days brings about continued postponement of these conferences on the student's part, then the automatic recurrence of a scheduled, obligatory interview will force the opportunity upon him.

⁷Brumbaugh, *op. cit.*, pp. 43 et ff.
⁸Brumbaugh, A. J., "The Scope of Counseling Programs in College," *Religious Education*, 27:1-34 (January, 1932).
⁹Bragdon, Helen D., *Counseling the College Student*. Cambridge: Harvard University Press, 1929, p. 136 et passim.

The aim of educational guidance is not to make the student incapable of thinking for himself and totally dependent upon others; far from it. The essence of the system when carried out as it should be, consists first in teaching the boy how to think correctly on matters pertaining to himself; then, after thinking *with* him for a period, to bring it about that he thinks *by himself*. This is accomplished by tactful suggestion in the early stages; later, by encouragement, along with a diminishing of the time and the frequency of the interviews. If his course is terminal in high school, he should be practically on his own by the time he graduates. If he is to go on to college, the guidance program can extend through the freshman year. But there should be a tapering off, which can be accomplished imperceptibly to the student, and the day will come when he will suddenly remember his former dependence upon his advisers, and when he looks about for this assistance which he had almost forgotten, he will be surprised and not a little pleased with himself to find that his ship of young manhood has quietly dropped the pilot.

Not So Difficult, and It Pays

The physical problems which a school administration faces in introducing a guidance program are not the multi-headed hydras that principals sometimes imagine. The process of adjusting teaching loads somewhat, so that instructors who are acting also as advisers may not be overburdened, may require in a large school the addition of another teacher to the staff, but I believe that the proper attitude in regard to such an outlay is to look upon guidance as an essential part of the education offered, and have it considered as such in the making up of the budget. Certainly in a private school where the students pay tuition, there is no argument from economy for the dropping of guidance, because whatever expenditures are made will be recovered in the saved tuition of pupils able to continue into second semester who, without guidance, would very likely fail at the end of first semester. No school administrator needs to be told that to have any appreciable number drop at the end of first semester means a serious financial loss to the school, for the simple reason that the staff and accommodations installed for 400 pupils in September cannot be altered in January, nor expenses reduced, although only about 330 pupils remain. Therefore, if guidance could keep the school population more or less constant at a certain point, the institution would be spared a financial loss. Can guidance do it? The answer is that it has done it, and is doing it now. One college in the middle west of which I have first-hand knowledge, reduced its failure group in freshman at midyear from more than 20 per cent to less than 7 per cent the first year the guidance program was put into operation.

Garret, Cellar, or Corridor

Another problem, mentioned earlier in this paper, has to do with finding a place

to house this program. The faculty-adviser system supposes the possibility of several simultaneous interviews, thereby requiring several rooms to be available by advance arrangement. In schools where room space is already at a premium, this difficulty alone has sufficed to postpone the inception of a guidance program indefinitely. But experience has shown that where efforts have been seriously made to find or make rooms, satisfactory accommodations have been arranged even in apparently crowded buildings. Areas of waste space, or space in poorly organized use, may exist in the basement; large sections devoted to storage could often be more profitably refinished and sectioned off into small conference rooms, corridor ends could be walled off with plaster board and, at the expense of some corridor light, yield efficient guidance "offices." All of these suggestions I myself have seen employed successfully. The last question to be settled is the one asking "How often do 'frequent' interviews take place?" The best practice seems to be that which has an interview as soon as possible after the opening of school; another in November, another at the end of January, another in March, at which time schedules and objectives for the following year are decided upon. This schedule would seem to be a minimum, to be added to as circumstances dictated. The sometimes unpleasant appearance of an "appointed" interview can be altered by making the interview the occasion of giving out report cards. In such a situation, the student's attention is focused on the report-card aspect and the guidance is introduced casually while the report is being examined by the adviser before it is given to the student.

A final answer to all such problems is found when interest and willingness aid in the search. If administrators have vision enough and courage enough, they will be able to introduce measures for the good of their school even against the mild opposition (or better said, the lack of enthusiasm) of their staffs, with the assurance that if the measure is really a good one, it will take up momentum after a while—and when it is really working, even those who were originally opposed to it will be glad to swing along, and perhaps remind the author of the movement that "they told him so!"

How Well Do You Read?

It is not a matter of how much one reads but rather how well one reads. He who runs may read at times, but pausing to read and, in reading, pausing to think, will produce the lasting effects of reading well. One should read and while doing so make an effort at retaining what is read and then endeavoring to turn the lesson to practical purposes of better living. Such a method will provide profitable pastime and pleasure will not be wanting. Aim to read frequently and even daily from some good book for at least some little time. Aim at acquiring the habit of spiritual reading. — "The Religious Bulletin," The Catholic University of America.

Do Our Schools Need Reorganization?

Sister M. Adelbert, S.N.D., Ph.D.

THAT education is guidance and that guidance is fruitful only when the individual differences, which increase with education, are recognized has been known to the educational world for a long time. But, as with all other findings of scientific investigations, there has been a sort of lag in its practical application.

In many of our schools, these basic assumptions are violated by requiring all pupils to memorize the same amount of material; listen to the development of subject matter which some already fully understand; occupy themselves with the same seatwork which, for them, is unprofitable; engage in the same amount and type of drill even though the law of diminishing returns goes into effect. Furthermore, these pupils are all seated *row on row* like crosses in Flanders' Field; and about as much mental activity is being stimulated as is in those graves.

No matter how important and imperative reorganization in some schools may be, and how much many of these changes might help, true reorientation cannot be achieved simply by:

1. A mere rearrangement of pupil desks.
2. Inserting in the school program a period called "activities."
3. Establishing remedial rooms.
4. Sudden revision of report cards.
5. The purchase of a new series of basal texts.
6. Administering a number of new tests.
7. Designating groups of children by some term other than "grade."

The first step toward reorganization is in our own *minds*. Some of us could well be styled educational pagans who find relief and guidance in constant appeal to wooden idols discarded generations ago. We still entertain uncritical belief in educational fallacies which might be stated as follows:

1. All children are alike! The radio and movie have wrought no changes in the present generation.
2. All children are ready to read and figure at six years of age.
3. All fifth-grade children have attained the same level of development.
4. All seventh-grade children should study the same assignment from the same books.
5. Children learn to speak and write correct English only by a thorough knowledge of abstract grammar.
6. Memorizing and reciting are more important than understanding.
7. A *certain-hump-of-subject-matter* must be covered for the diocesan tests, even if the facts drilled must be forgotten soon after.
8. Facts in "dead" history are more important than facts in current life.
9. The main purpose of seatwork is to keep children busy and out of mischief.
10. Children should be loaded with homework to prevent them from exercising their bodies in play.

EDITOR'S NOTE. It is always well to have this question suggested for discussion — and to be applied to practical problems of administration. Sister Adelbert's words will at least open the discussion.

11. Force the child; that's the only way to make him study and learn.

12. English and arithmetic texts should contain hundreds of drill exercises through which every child must plod whether he needs it or not.

13. Nothing is well done, unless it is done by me.

14. *We* learned to read and figure *this way* when I was a child; why can't the children today learn the same way? (We rode in horse-and-buggy style and used coal-oil lamps in my day; why don't we travel and read by those means today?)

If these educational fallacies are to be rooted out of the minds of teachers, we need, above all, better informed and school-spirited principals; principals who encourage rather than squelch initiative; principals who promote rather than condemn anything which they did not originate; principals who by periodical

visits make it a point to find out exactly who is somewhat weak and needs assistance; principals who do not let beginners flounder and fail in their first attempts; principals who do not meet every bit of exultant success of a young teacher with "Oh, we did that years ago. There's nothing new in that."

We need principals who supply first the needs of their teachers before their own; principals who do not fear to deviate from traditions 10 to 40 years old in the school; principals who realize that our sole objective is to teach *children* and not "*a-certain-amount-of-material-to-be-covered*"; that more depends upon what attitudes we engender in the hearts of our pupils, as well as of their parents, than upon the high intellectual standing of our schools.

The age-old adage "as the teacher so the school" may be much improved by saying "as the principal so the school." Unless the mind of the principal be reorganized, reorientation and improvement of our schools is utterly impossible. If all efforts at this primary reorganization are futile, then the only remedy available is blood transfusion. New blood — newly trained principals — may yet save the day.

Individualizing Educational Psychology Brother Basil, F.S.C.

WHY should we not revitalize our whole educational theory and practice by drinking again the pure doctrines, and imitating the practices of our genial Catholic educators? May we present today for imitation to the readers of this magazine, a small corner of the educational work of Brother August-Hubert, F.S.C.,¹ who, without the paraphernalia of the modern psychological laboratory, conducted psychic investigations for his own use and the formation of his students. That may be a surprise to many a modern practical psychologist. He believed that if instruction can be given to reasonably large groups, education should be personal, because personality cannot be developed by any "standardized" process of "mass production," but is the result of the influence of an experienced and wise soul over a young and growing mind. We select but one from the fifteen psychographs salvaged from the educational notes left by Brother August-Hubert, F.S.C.

¹*Un Religieux Educateur*, Frere Auguste-Hubert, Paris. Brother Auguste-Hubert was born in 1845 and died in 1908. His great educational work was carried on at the boarding college of Passy-Froyennes, Belgium.

Psychograph of John Smith

A. Emotional Life: Intense, exaggerated, even tyrannical.

a) Good Effects:

1. Sympathy and friendships deep, absorbing.
2. Kindness to all, particularly to the weak and to the poor.
3. Frank and spontaneous enthusiasm for the good and the beautiful.

b) Evil Effects:

1. The emotions blind at times the judgment and paralyze the will.
2. John is impulsive; his feelings are at times uncontrolled.
3. Too sensitive to the trials of life.
4. Hypochondria and a somber humor; oversensitive personality.

B. Intellectual Life: Brilliant but uncontrolled intellect.

1. John is richly gifted both for literary and scientific studies.
2. Obtains great success when working with controlled perseverance.

3. Imagination: vivid, wild, leads to pessimism.
4. Judgment: sane and correct when calm; disorganized at times by the emotions and the imagination; subordinates duty to success and reward; wrong notion of life's aim and end.
5. Moral Conscience: Delicate, scrupulous (scruples manifested by exterior mannerism). Scruples cause irritation, deception, discouragement. John perseveres in his strained condition because he cannot be made to realize his errors.

C. The Life of the Will: John's will power is more under the sway of the emotions than of the judgment.

1. At times aggressive, brave to heroism; proof against human respect.
2. His reactions against the promptings of the emotions and the imagination rather weak.
3. Rather constant in his studies, but gives up under the strain of constant and painful effort.

4. Inclined to practical fatalism whose theories he rejects.
5. Causes and Consequences of Hypochondria: Imbued to a rare degree with the daydreams and illusions proper to adolescence; the lessons of real life have a brutal effect on him. Has attained a very moderate success in his struggle against daydreaming; his rather moderate success in life has produced despondency and rebellious pride. His heart is void of reasoned affections.
6. Christian life: Superficial religious convictions; relies too much on self, not enough on God; weak spiritual life; hesitating faith; his uneven conduct may compromise his Christian perseverance.

D. Follow-Up: John was unequal to worldly pursuits and moral obligations. There have been many ups and downs in John's moral life; when he became conscious of his approaching death, through tuberculosis, he was seized with horror and despair; but soon his religious convictions conquered. He died a most edifying death.

Is Community Singing Worth While?

Sister Francis Cabrini, F.C.S.P., M.A.

WHAT is community singing? The late Philip Hale defines it thus: "Community singing is the *en masse* grouping of voices, in unison or in parts, for the purpose of instilling the spirit of patriotism, the love of art, or the appreciation of music through the medium of song." A comprehensive definition, to be sure; so comprehensive that it may easily throw a smoke screen over the eyes, thus impairing our musical vision. Let us get back to our own selves, to our classes of community singing, if indeed we still keep up the worthy custom.

It may be that heretofore we have regarded community singing as an occasional shouting of "The Star-Spangled Banner," "America, the Beautiful," or "America." These play a role all their own in community singing, but to regard them as the kernel of such singing is mistaking the trees for the forest. Since we have the searchlight on our musical consciences, let me bring up another shortcoming. Perhaps community singing has been regarded as a mantle of mercy used to cover up the sins of an otherwise more or less interesting program. Can it be that we have used it thus?

But back to our musical savant, Mr. Philip Hale. Taking his definition apart, let us examine its constituents, to see how we adhere to the real purpose of community singing. If there are patriotic Americans today, surely religious teachers are counted among them. 'Tis true we may not cast our vote at the polls,¹ we may not become excitedly interested in the outcome of every presidential

election, yet the fact remains that we love our country dearly; love the ideals for which it stands; love its democracy, its adherence to both the natural and the divine law. Yes, with an affection borne in truly grateful hearts, we love the land that gave us birth and we are appreciative of the benefits it bestows. Patriotic songs are probably sung as frequently in our schools as in any other school in our land. But let us pause. Have we ever tried having our pupils sing, say the first and third stanzas of "America, the Beautiful"; or have we tried having them sing the first and third stanzas of "The Star-Spangled Banner"? Such alternation of stanzas will keep our young people on their toes. Incidentally they love to be there.

Recently one of our local theaters offered a six-dollar cash prize on amateur night to any member of the audience who could recite the third stanza of our National Anthem without blinking an eyelash. Need I say that the prize was not taken from the cash register? While maintaining this humble attitude, let me relate another incident which brings a blush to the cheek. The late Herbert Witherpoon once flung to the world, through the pages of a musical journal, this indictment: "It is easy to tell when my students come from private schools, for rarely do they know the words of a patriotic song from first stanza to last." He continues: "Girls and boys that come from private schools usually have pleasing personalities and glowing enthusiasms, but their voices most frequently have been spoiled by teachers who, because they themselves could not sing high, imagine that children also have a low range. I do wish that our singing

teachers knew nothing whatever about transposing." Thus from the one-time president of Chicago Musical College—that institution known for turning out operatic stars. Why, oh why do we insist on spoiling the most delicate musical instrument in the world—the human voice? There are exceptions, of course, one which should make us glow with satisfaction is the success attained by Marie Montani—of the Metropolitan. Teachers of twenty-five years ago remember her as little redhaired Ruth Waite—the bane of many a teacher's existence!

Mentioning transposition and "The Star-Spangled Banner" brings us to community singing. Paradoxical as it may seem, singing in an upper register of the voice is just where community singing comes to the rescue. Try singing our national anthem alone. You almost quake at the thought of high F. You at least get red in the face and hot around the collar. But try singing the same song with a group. Your manner remains natural, you are relaxed, your complexion does not change, and you find yourself breathing freely, for you enjoy singing where there is enthusiasm, earnestness—yes, patriotism—growing out of a truly American chorus.

Now for the love of art. While our patriotic songs may be things of art, it does not follow that they alone can instill a love of art. Many are the channels open to us on which to sail away into the broad expanse of appreciation of truly great music. Many are the songs through which we may teach our young people a love of art, of the beautiful in the world of sound. Would you deem the singing of "Soldiers' Chorus" from Faust, a minuet from Don Giovanni, or the "Children's Prayer" from Hansel and Gretel beyond the range of a community chorus? These songs, together with many another operatic chorus, appear in our latest songbooks. Why not make use of them? But, you ask: How can we in so short a time give these songs with bits of appreciation to our youngsters? Don't you know that our periods of community singing are few and far between? After all, is it really necessary? Is it worth while?

If we stop at the things that are strictly necessary—or worth while—many a subject will be omitted from our curriculum, for few of these subjects are carried over into afterlife. But music—and song—remain forever. We of Catholic schools are out to give our students the best there is; we are out to prepare them for a fuller life. Hence we should spare no pains to see that their adult life will reap the reward, the enjoyment of what we sow. The days later on may be dark and dreary; into each life some rain must fall, as the poet tells us. The veil of sadness, if not of sorrow, will fall on them and their souls will need uplifting. What better way—next to prayer—to do this than through song—song on their lips and in their hearts? Again their chances to hear true tonal beauty may be very limited later on. The little of worth-while song they hear, they hear within convent-walls; many of them at least. We know the color of the music sheets that rest on most pianos. Here is our chance to sow the good seed, tiny though it be. Let us not spare the planting, trusting to God to give the increase as the years roll on.

We all know who has said: "Let me make the songs of a nation and I care not who makes its laws." Can we not paraphrase and say: "Let me select the songs for community

¹Why not? — Editor.

singing and I care not what tunes they sing elsewhere?" From Maine to Mexico, from Connecticut to California, at home, in a hotel, or crossing the continent, sentimental song gurgles from our radios. These tell of the joys of meeting, the sorrows of parting, the glamors of the tropics, and the willingness to pass away the time, forgetting the all-important thing—eternity. Surely we know that in the music of today is reflected the spirit of the times. The finest sport in the world seems to be knocking down the illusions of the past. The danger lies in pulling up the roots of true beauty; the things that are the seeds of true worth. Art, like virtue, outbuilds the pyramids—her monuments shall stand when Egypt's fall.

Love of art: What is it? And how can we implant it into the hearts of our young people? Take the songbooks of today which are things of beauty and hence joys forever. Tell our youth the worth-while things in music. Let them see and hear for themselves that the saccharine songs heard seven nights a week are not art, for the most part, because they are glorification of only one constituent of music, hence out of perspective. You think our young people won't assimilate true beauty? When a group of high school students who asked to sing "Alexander's Ragtime Band" in September, asks to sing Schubert's "Ave Maria" in December, you have proof that it is a matter of gently leading the ears and minds and souls of American youth.

Let us get back to our song—to appreciation. In the "Soldiers' Chorus" from Faust there is need for a word about the music of France. The continuous popularity of French lyric repertoire is due to the intensely personal appeal as set forth in the strongly marked personality of the operas. Besides having an ear for exquisite melody, Gounod had also an eye on the box-office receipts. Then we have Bizet, that other genius of the French school, the composer of "Carmen." Bizet's variety of marked rhythms sharpened his musical portraiture. "Thais," from the pen of Massenet, shows by its continuous melody that sunny Italy has no corner on tuneful arias. These all show that the essence of the French school was melodic rather than thematic; lyric, not epic; and that through their music, these composers showed very purely their passionate personalities. Possibly this is why "Soldiers' Chorus" is such a joy to hear, a greater joy to sing. We, with the weary troops, give vent to our emotions in singing "Glory and love to the men of old."

Now you say, let's come up for air, while I bring forth an objection or two. Shall we, dare we, attempt these choruses, we whose groups are so small and our periods of community singing so irregular and short? What can we do with songs of a high level? My first rejoinder is that efficiency, system, and discipline are not barred from small choral groups. Indeed self-mastery and continued discipline may well be the harbingers of truly artistic results. Let us endeavor to realize that, while a large chorus may easily overpower us with its volume, it may also become an unwieldy mass. Whereas the chorus of fresh, youthful voices found in our parochial schools and assemblies, may be worked up for excellence in tone quality, flawless attack, and precise shading. It would seem that what we need to appreciate the value of community singing is a readjustment of our musical standards of weights and measures. Our vision has

been distorted and so we have not seen things aright; at least not the important things. We have perhaps let go of the worth-while things for the almighty dollar. Then too, we may not be willing to give the time to prepare our songs, to brush up a bit on musical lore, so as to hand tasty tidbits to our children.

Is there any choral group that has not tried the graceful minuet from Mozart's "Don Giovanni"? Tell our young people—who love to dress up and go places—that today's excitement is tame compared with that given by Giovanni who spared no expense to entertain his guests. At least three orchestras, in different parts of the ballroom, join in the lilting music of the minuet, and we know that as dainty feet dance around the ballroom, servants ply the peasants with food and wine. How much more community singing will mean to our children if they are told that at the time the opera was written, Rousseau was preaching the significance of nature and the value of the individual man, while a comedy which glorified the bourgeois at the expense of the nobility was presented to the music-loving public. Are we surprised that social forces left their mark upon music as upon the other arts?

Our hearts may rebel at what is being done today in Germany, but our musical hearts should thrill to Germany's music. Young and old need to have brought home to them the fact that the immutable law of compensation is ever at work. The Rhineland has turned out music which many think unparalleled. How much more the rhythmical singing of the "Spinning Song" from Wagner's "Flying Dutchman" will mean to our singers if they vision a large room in Daland's house, where charts, fishing nets, and other gear of the sea decorate the walls as a score of young maids work busily at the spinning. And then Venice—where streets of water blue are dotted with white caps and graceful gondolas! What community wouldn't love to sing the chorus which sways with the waves as the

lovers glide beyond the lofty arcade. Lights glitter from chandeliers; cushions are strewn about, and flowers give forth their color and fragrance in every corner. This for the eye—and for the ear is the graceful swaying of Offenbach's "Barcarolle" from "Tales of Hoffman"—the opera which seems to be a mingling of tragedy and farce, combining as it does German romanticism and French irony.

No list of choruses would be complete were we to omit the charming fairy opera which was first given to the world in Christmas week, 1893—the child opera that is so full of witches and fairies flitting in and out a German forest—Hansel and Gretel! Certainly there could be no more beautiful, more trustful prayer than that sent up by the little tots lost in the Black Forest, as they remember their mother's teaching:

"When in direst need we stand, God will offer us His hand." Nor is their prayer one of supplication merely; it is uttered as they return to their modest though happy home. A lovely lesson given us in a lovely way, in this loveliest of children's operas.

Appreciation of this sort is possible for all of us. Indeed the period of community singing may well replace music appreciation where this last is not possible. Tell our young people that most of our patriotic songs were written during the weary war days, written in blood across the snows of Valley Forge. Youthful voices will not fail to respond with patriotism as you plant these tiny secrets in their hearts.

Is community singing worth while? Artistically, educationally, culturally, Yes. What matters it that our young people do not yet see the benefits which later will accrue to them? Letting the lamp of experience be my guide, I affirm that no other 10 or 15 minutes of the day or week will remain with children through life as will this period of community singing. The tiny seed is ours for the planting; let us not defraud our young people of their musical heritage.

What an opportunity is ours of handing on the torch of true beauty to the youth within our walls—the torch of patriotism, the torch of love of God and country. The stirring episodes of our national life; the colorful setting of operatic lore; the calming, soothing lullabies of tranquil cradle songs—these will allay the fears which come to all at times, for song is an anodyne for many a moral malady. So give out musical lore in teaspoonfuls if you wish, but do administer the healing tonic. You will put more vitamins into the children's systems; you'll make them healthier, better men and women, more enthusiastic, more contented, better prepared to cope with the difficulties to be met in all paths of life.

Is community singing worth while? We may not have the rhythm of an Albeniz, the melody of a Verdi, nor the harmony of a Wagner, but with proper religious enthusiasm, with peppy choruses and a smiling face, we may bring to our pupils a happiness born of contentment; contentment which is the heritage of every child entering our schools. Again I ask: Is community singing worth while? With my major premise reading: Community singing should be as religiously held as any other subject in the curriculum; and with my minor premise stated: Appreciation should be a part of every musical assembly; then indeed the only logical conclusion to be drawn is that *Community Singing Is Indeed Worth While*.

THE PATRONESS OF AMERICA

Mary is our Patroness and our Protectress. Our Lady exalts purity in an age of passion; she exalts humility in an age of pride; she exalts the supernatural in an age of disbelief.

Under the banner of our Lady for the protection of this, our land, we American Christians must fight against the vices of civilization; against the serpent of liberalism and godlessness; against the treachery of indifferentism; against the temptations and indecency, impurity, and false doctrine; against the ever changing phases of sin in men.

Under the banner of our Lady, let all American Christians storm heaven with prayers to the God of all, that peace may be granted to nations. May our Lady, the Queen of Peace, protect this, her land, preserving the concord among the descendants of all nationalities that here live peacefully acknowledging God as our Father and America as our land.

May Christian Americans guard zealously the devotion to our Lady in this, our Land. Long has that union existed. May our Lady and our Land be united forever.—Rev. Patrick J. O'Connor, on "Church of the Air" program.

Selecting and Using Visual Material

Sister M. Noreen, O.S.F.

ESPECIALLY in the early stages of his education, the child's direct experience with the forces and objects of the physical world should be rich. It is true that his imagination is flowering rapidly during the period of kindergarten and the primary grades, but this does not mean that he must live wholly in an imaginary world, nor even that he has lost interest in the actual happenings about him. Visual education along with other methods which employ sensory experiences has therefore an important function.

Knowledge, Appreciation, Imagination

We may distinguish three major functions of visual education in the primary grades. The first is the extension of the child's knowledge about the world. A city child who visits in the country or a country child who visits in the city gains an enlargement of experience which makes his later thinking richer and more accurate. Pictures give a similar, though more limited, enlargement. The second development is the appreciation of beauty. The young child is capable of definite development in the appreciation of color and color combination, and, to some extent, of form. Finally, visual materials, as represented in dolls, puppets, and moving or still pictures, assist the child in dramatizing his experience and thus serve to develop his imagination.

Objects and Pictures

First in the list of the visual materials is the object itself. From most points of view, it is better to see the object itself than to see pictures of it. This is true even when one merely looks at it. All the aspects of the object—size, form, proportion, color, and mode of activity—are usually observed better in the object itself than in a representation, even though it is a motion picture or a stereoscopic view. The exception occurs when we wish to study relations of parts in order to understand either the structure or the mechanical relationship, or when we wish to apprehend the relation in space of large areas of land. In the first case the diagram may give us a better idea than the object itself, and in the second case, of course, we use a map. Although the primary child is concerned mostly with how objects look and act and feel, and with stretches of country which come within his immediate view, he can well begin to study relations and therefore to use diagrams and maps.

Pictures and Activity

Still pictures as substitutes for real objects have probably the widest use of any form of representation. They are so cheap and abundant that they can be procured even by the children themselves, and they can be collected for temporary use and then discarded. Pictures can be cut out or made by the children. This activity gives to a crude product a value which intrinsically better pictures might not have.

Slides are simply pictures on glass or film which can be enlarged and projected upon a screen. They enable the whole group to look at and talk about the same picture. Perhaps because they usually required a darkened room they have not been thought very suit-

EDITOR'S NOTE. Here is a practical, suggestive, and fairly comprehensive discussion of the use of visual aids. It indicates the kinds of materials, the sources of supply, and some of the problems of selection and use in the classroom. Sister Noreen has given us a convenient general summary of the problem.

able for the primary grades. The modern daylight screen, which is illuminated from behind, does not require a darkened room and permits the teacher to be in front of the class. These conditions make the slide a very useful means of conducting class discussion.

The stereograph is distinctive in that it gives depth and solidity to the pictured object. The perception of depth depends upon the fusion of the sensations of the two eyes. The stereoscopic pictures are taken with a camera having two lenses. The stereoscope through which the pictures are viewed makes it easy to combine the pictures and thus get an experience which is comparable to two-eyed vision. Even quite young children enjoy looking at stereoscopic pictures. Stereoscopes are probably a little more difficult to manage than ordinary pictures in classes of young children, but the advantage of stereoscopic pictures is sufficient to repay the effort necessary to administer them.

The Motion Picture

The motion picture has not had as wide use in the lower as in the intermediate and upper grades and it is commonly believed that it is not especially applicable to the lower grades. This is probably because most of the motion pictures which have been produced for school use are keyed to the comprehension of older children and because young children cannot read the captions readily. However, if the young child needs ample contact with the physical world and its representations, it would seem that the very realistic representations which the motion picture affords should be a particularly good means of teaching him. The teacher may give the information necessary to supplement the picture. This, of course, requires careful preparation, but experiment shows it to be effective.

Collecting Objects

The source of supply of real objects is the environment of the school. Many real objects can be brought into the classroom by the teacher or by the children. In the kindergarten the children gain pleasure and profit from bringing in whatever they choose, to show the other children. These objects can be made the subject of instructive conversation. As the child grows older his collections may become more systematic. Excursions to the field, the park, the store, the factory, or the museum enlarge the scope of observation to include things which cannot be brought into the schoolroom.

In addition to objects of study which are at hand in the environment, special collections often exist which are available to the school. In all large communities and in some smaller

ones there are museums, either public or private, where rare, foreign, or antique objects can be seen or where common objects are shown in systematic and complete collections. Sometimes there is in a community a private individual who has made a hobby of collecting some scientific or artistic object which he would be glad to make available for study by school children. Manufacturers often make up special exhibits, arranged in convenient portable form, which they are willing to furnish the schools. Occasionally exhibits which have been prepared for fairs or expositions may be secured by the schools after the occasion for which they were prepared has passed.

Sources of Pictures

Pictures may be obtained from much the same type of sources as described above. Due to the lavish use of pictures in periodicals and in advertising catalogues or circulars there is a wealth of material at hand which is comparable to the objects of the natural environment. The search for pictures to illustrate a particular topic, and their classification, arrangement, and proper labeling or description is an activity which may be much more educative to the child than the study of pictures which someone else has arranged for him. It is one, moreover, in which children show an astonishing ingenuity, once they have been encouraged to undertake it. Certain magazines are particularly rich in suitable pictures. In certain localities where the children do not have proper access to the proper magazines and are therefore not able to secure their own pictures, the teacher may borrow the pictures from the local public libraries, or from state agencies, such as departments of education, library extension agencies, educational institutions, and museums.

Most of the libraries having visual materials permit schools to borrow them for instructional purposes for periods of time varying from one week to one month. Among the materials borrowed are pictures clipped from old books and magazines, copies of paintings in color, picture postal cards, slides, and films. The following information taken from the American Library Association's survey gives an idea of the kind of material that schools may borrow.

Pictures suitable for the various grades, stereographs, slides, and films, are circulated among schools by state library and educational agencies in California, Illinois, Michigan, New York, North Carolina, Ohio, Pennsylvania, Vermont, and some other states. The states of New York and Ohio have very vigorous visual-instruction divisions, which publish classified descriptive catalogues of slides and films.

Regarding Motion Pictures

Motion-picture films are more difficult to procure than other types of visual material. It is well to make some study of the sources of supply before undertaking to get films. They are very likely to be disappointing and one cannot rely upon the label "educational" as a guarantee that a film is a suitable one to show in the schools. Many valuable suggestions can be found in *The Educational*

Screen, edited by Nelson L. Greene. This periodical publishes an annual catalogue of educational films entitled *One Thousand and One Films*. The *Educational Film Catalog*, listing about 3000 titles, with quarterly supplements is published by the H. W. Wilson Co. The Co-operative Parish Activities Service—directed by Father Nell of Effingham, Ill.—has exceptionally good material for our Catholic schools.

The private sources of supply are numerous. They either sell or rent films. The school which uses films on a small scale finds it more economical and convenient to rent them. The price is small and varies according to the film. The films are usually rented through exchanges which have offices in the larger cities. A list of distributors is given in *One Thousand and One Films*.

In addition to the government agencies and regular private producers, the industries frequently make films. These films are primarily for advertising but they sometimes contain interesting and useful portrayals of industrial processes. By exercising care in selection it is possible to avoid unduly prominent advertising.

So much visual material is of a miscellaneous character, and has been produced for other than school purposes or by persons who are not educational experts, that it is necessary to exercise care in selecting it. This is especially true of motion pictures. While it is not always possible to inspect a film before ordering it, this should be done if one is near an exchange where films can be viewed.

Help in selecting slides can be obtained from catalogues such as have already been mentioned.

Schedules for Films

The chief problem in using visual material of an informational character is that of fitting it into the scheme of instruction. The time when the material is used is so often dictated by outside considerations that it furnishes a disconnected and unrelated jumble of experiences. Careful planning can be made to overcome this drawback to some extent. When the material is at hand in the school building or in a city bureau, it can be ordered more quickly and fitted to the program more readily than when it has to be obtained from a distance.

It is always necessary to prepare carefully for the use of visual materials. This applies to the preparation of the teacher and of the pupils. The teacher should always go over films, slides, or stereographs beforehand in order to determine what things to call to the children's attention. The children's minds should be prepared by previous discussion so that they will know what to look for and will have questions to be answered. The presentation should then be followed by discussion in order to bring out and clinch the main points. Contrary to usual opinion, it is advantageous to talk about a motion picture while it is being shown, provided careful preparation has been made. In the sound film this has been taken care of by the producer.

be hoped that the recognition of this shortcoming will bring a speedy adjustment.

What is to satisfy rural youth? Like all youth they yearn to possess keen minds, alert to new thoughts and new movements. The seed of a more congenial rural life finds its flowering in the extracurricular program of the school. "The Green Revolution" may develop through a more satisfactory adjustment of the mental attitudes of the present generation. Extracurricular work is of immeasurable value in helping form these attitudes.

To carry on this work successfully, it is necessary that the patrons of the school—the parents of the children—thoroughly value and appreciate the importance of the time and energy being spent in extracurricular work. The child must have time and encouragement to carry on activities which often require many hours outside the regular classroom periods. Such a program must include more than athletics. It must include, among other things, those rich cultural fields of music, drama, debate, and the written word. In a general way it is true that whatever is of importance in the urban program is likewise significant in the rural program. Specifically, however, an adaptation of the extracurricular program must be made in the rural school.

We Need a Rural Press

The extracurricular activity in which I am most interested, for I feel it is to be most vital, is the press, scholastic and secular. Our rural folk have been sadly inarticulate. We live in an age that is dominated by publicity. In any movement it is important to understand some of the principles that guide publicity.

It seems to me that there are two vital points to be made in regard to the rural press. In the first place, no organs of communication exist which are adequately covering the activities of our rural population. Existing periodicals are being published in the city, and they are neither reflecting the opinion of the agrarian group nor are they forming it. The discussions of the Youth Section in the Spokane Meeting of the N.C.R.L.C. this fall reveal that the concepts which the city holds about the country are those which were prevalent 40 or 50 years ago. The explanation can readily be found in the publicity mediums, secular and scholastic, which have interpreted the country to the city. No effort has been made to keep the urbanites informed on the progress of the ruralites, and hence the interests and activities of the one are foreign to the other. In the second place the interests of the countryside are not promoted nor are their activities reported. The same recognition of achievement has never been made for individuals living in the country as has been true of those living in the city. This is a problem for teachers and parents. They must promote publicity, for this is the age of publicity.

Leaders today must make every effort that the press they promote in city and country be really a good press. Pope Pius XI in a letter to the Cardinals in Lisbon in 1933 wrote, "By good press, as we understand it, is that one which does not only avoid everything that is opposed to the principles of faith and the rules of morals, but which makes of itself the apostle of these rules and these principles." And again to the archbishops in Austria in October, 1937, "It is

An Activity for the Rural School

Sister M. Bernice, F.S.P.A.

ONE HUNDRED years ago the conflict between agrarianism and industrialism was forming itself into one of the major causes of the Civil War. Today thinkers in this country have slowly reached the conclusion that the continuance of democracy will be possible only if principles underlying the agrarian program are to be sufficiently strengthened so that they may really be able to function at their best.

Douglas Jerrold, an outstanding English writer, observes: "It is in the United States, if anywhere in the modern world, that the first great experiment of the application of Christian economics to a complex industrial world will be made. To make that experiment is the dream of the true American. If it is not made, it will be because of immigrant influence, playing on Puritan greed and the appetite for power, still strong, of the northeastern seaboard."¹ The hour has come when no parent, no teacher, no spiritual director can afford to allow the victory to come to the northeastern seaboard. They must know the problem of agrarianism so that they may guide young people to a more complete understanding of it.

The Church points the way; the "Forward to the Land" movement steadily but quietly marches on, gathering momentum as it goes. Built on a self-evident truth—the family is the unit of life—it points to the agricultural

classes, who, according to Pope Pius XI in the *Quadragesimo Anno*, find in their occupation the means of obtaining honestly and justly what is needed for their maintenance.

Let School Teach Living

A long-range program must be glimpsed by those who are dealing with youth so that man may be restored to his place in the natural cycle from which industry has snatched him. We in the United States have an unusual privilege which carries with it a serious responsibility. We must restore and perpetuate the true American social system built upon an agricultural foundation and widely distributed private property. That this end may be accomplished an intelligent use of the press is essential.

The young people in our schools today must be completely trained in the problems of economic, social, and spiritual security for rural America. Life in the rural sections as well as in the urban sections must be made truly the "full" life. This integration can be found in a complete Catholic life which will transform and elevate the natural life of man.

If rural youth are to stay on the farm and fulfill their lofty mission, it is imperative that they be *satisfied* to remain in their native environment. That the school has not completely realized and fulfilled its obligation to adapt its curriculum to rural life is generally accepted in educational circles today. It is to

¹Douglas Jerrold, *London Catholic Herald*, Aug. 4, 1938, p. 11.



Teaching Her Child to Read. One panel of a series representing the story of the recorded word. Painted by Edward Laning, a New York artist, under the direction of the W.P.A. Art Project for the New York Public Library.

through the good papers and other similar publications that errors are extirpated and Catholics are brought to practice openly the rules of justice and faith. Since perverse men abuse publications to propagate evil ideas and to corrupt morals, it is your duty to make an instrument in the salvation of your people."

The Catholic press is the only means by which Catholic Action can become articulate. Writing must be concerned with a true representation of human nature. It must have human interest, the surge and play of human emotions. A knowledge of the fundamental principles of journalism is necessary to read the secular paper intelligently. In this day of propaganda young people, as well as older people, must be taught to read critically.

The Catholic high school paper has as its very essence the dissemination of truth and especially of those truths concerned with the "more abundant life" which sums up the whole purpose of Christ's work. How much can the school paper do? A tremendous amount if the objectives are kept clearly in mind. Nothing must be spared. Our adversaries diligently train talented young people for their work. So often we are not wise in time; perhaps we are more generally right in eternity.

School Press Can Be Powerful

We are living in the day of battles of ideas and ideals. None should be better able to appreciate the power of an idea than a Catholic. Catholic truth must be found in our scholastic papers. A really smart editor can start a campaign without its being known. A policy for a constructive campaign is most likely to succeed. Many opportunities are offered through every department of the

paper. Letters to the editor is an important one. A letter in a secular newspaper from a young woman in a rural community during the late Spanish War caused a lively discussion on the misrepresentation of the rebels by the press. Fortunately this young woman had a pastor who believed that an important part of the apostolate was the guiding of the reading of his parishioners. Measuring the worth of such a project must be reserved for eternity.

Provision must be made for the formation of units who will study and write. Those who are responsible for guiding youth must meet that challenge voiced by the young Catholic literary leader in *Flesh is Not Life*.² That book should be on the "must" list of every Catholic high school in the United States. Grover is speaking to the members of the L.C.A. Dismal comparison with the brilliant Communistic writers has been made. Grover speaks: "Yet, members of L.C.A., there are far worse stupidities despite which my idea must hold, namely, the status of those who call themselves Christ-bearers. In a country of twenty million Christ, where are our units that gather like this group does to grasp a situation, to place facts as to their relative importance, to work out a plan of action correlated to the facts they have found and according to each group's proper sphere of action? Yes, we in our group here may earnestly strive to be a unit as Christ commanded. There are a few others. But where are the thousands of units that should be feeling the pulse of a disturbed nation—or hundreds for that matter?" After these units are formed in which ideas may be clarified, care should be used that there be a grace of

²Hilary Leighton Barth, *Flesh is Not Life* (Milwaukee: Bruce Publishing Co., 1938), p. 174.

language. If a message be innocuous and sweet, or pointless and dull, it is useless either in the school, or in the secular paper.

Rural Catholic School News

Perhaps even more important as a disseminator of truth than the school in a rural community is the local paper. Limited finances which sometimes prohibit the school from printing its own paper becomes thrice blessed when it forces upon the school the necessity of finding space in the secular paper. No Catholic educator can afford to be indifferent to this. If the material is written with a semblance of journalistic style, the local editor will welcome it. The obvious advantage here is the increased reading public who will have the truth brought to them. Perhaps no paper is more assiduously read than the typical small-town paper. Papers in scattered sections of the United States can be found that are willing to turn over as many as three columns of their space to the news of a Catholic high school. What a Utopia for the spread of Catholic thought! If that news is written up as if it were alive and really meant something in the lives of those who are writing, a tremendous influence for good will be exerted on the reading public.

The Press and Catholic Action

In these troubled times no one who is concerned with the success of the magnificent program of Catholic Action being worked out by the Hierarchy, can be indifferent to the power of the press. The Communists have taught us a sadly needed lesson. Educators and parents need to learn it. They have been too much inclined to keep their light under a bushel, and Catholic publicity has suffered. A great good is being overlooked.

The CATHOLIC SCHOOL JOURNAL

Edward A. Fitzpatrick, Ph.D., LL.D., Editor

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Democracy Must be Achieved and Maintained

Bishop Molloy's address at the opening of the school year to those who participate with him and under him in the teaching apostolate in the Diocese of Brooklyn, which we published in the October number of THE CATHOLIC SCHOOL JOURNAL, should be reread often this year. It should be reread for what he says on religious education, on moral education—and particularly on civic education. We shall recall and emphasize one of the points on civic education.

Too often we talk about democracy, our democratic way of life, as if it were achieved and static. There it is! Admire it! We quite forget that it is our ideal—it is the hope of American manhood, it is the quest back of all our civic effort.

"In addition," says Bishop Molloy, "to developing in our youth a right understanding and appreciation of the essential structure and aims of our government, we should also instruct them in the practical requirements of good citizenship so as to retain and enhance the precious values of democracy. In this matter they should be seriously impressed with the assurance that while we, as a people, have freely selected a democratic way of life we have not, as yet, fully achieved it."

But in our teaching in all types of schools and in our textbooks we quite forget that democracy is not brought into being by magic or maintained by legerdemain. It is not something achieved once for all. It is dynamic, not static. It must be fought for and won again in each generation. No generation can be content with its achievement. Ignorance, or indifference, or apathy will surely lose it. Everlasting vigilance is necessary. Constant alertness will sustain constant readiness for service. Democracy can be achieved only by a universal service always. See how Bishop Molloy said this:

"Our young people, moreover, must be told that our democracy does not possess the attribute of invulnerability, much less indefectibility; and, therefore, it may lose its vigor, its effectiveness, its practice, and even its existence among us by the ruthless oppression or fanatical suppression of a hostile, outside power or by the ignorance, apathy or indifference of its own citizens who decline to protect, promote, and preserve it.

"It is certain also that democracy can be weakened considerably in its vital functioning and influence by any un-American indoctrination of hateful, divisive propaganda and by internal strife and dissension."

The Catholic University Studies of Citizenship can find no better guide to its citizenship program for the elementary schools than these basic thoughts of Bishop Molloy. — E. A. F.

A Teacher Must Translate a Curriculum Into Life Activity

School systems are often praised for their elaborate courses, provisions for minimum and maximum programs, and for detailed provisions for pedagogical suggestion. Sometimes the educational results are good, and sometimes they are not. The important thing is not how elaborately the courses of study are worked out, or how beautifully they have been printed, or even the soundness of the educational principles on which they are based.

The real problem with a course of study or with curriculums is what the classroom teacher does with them, and what, as a result, happens in the mind and activity of the student. A teacher can be a conductor of the intellectual and spiritual life dormant in a curriculum, or she can be a nonconductor. If the teacher can make possible or provide opportunity for the student to translate effectively into his own life activities, mental and physical, the proposals of the curriculum, then the curriculum is educative. No matter how perfect in form, or how elaborate in detail the course of study may be, it is useless—a mere "scrap of paper"—if it is not translated into the life activities and life meanings of the student. — E. A. F.

Hurry in School and Mental Health

It was not so long ago that the educational psychologists gave us the impression that the child was "pure mind." It was easy to see how it built up its great intellectual perception from sensation and perception. The chapters on sensation and perception were often the largest part of the book. The laws of mind were the laws of logic or at least of the syllogism.

The modern conception of mental hygiene had not been developed. The strains and stresses and tensions within the mind from the environmental influences—a dynamics of the mind—played no or little part in educational theory and in educational practice. That "hurry" might be an important factor in the mental life and in education was hardly conceivable. And yet "hurry" is a very important factor in our schoolroom practice. The effort to "cover" the curriculum often induces it. The pressure of "smart" children induces it too. Teachers hurry over many topics but do not teach them,

as if bringing them up in class would satisfy the pedagogical recording angels.

This "hurry" is bad pedagogically because the emphasis is placed on *teaching* where it does not belong, rather than on *learning* where it does belong. The child is lost in the process; he is somewhere far behind, sprawled out, watching the teacher proceed to new subjects or topics which are missed because the preceding ones were lost in the hurry. This loss of subject matter is not as fatal as the loss in mental health.

"Hurry" puts pressures on the child minds and creates attitudes and emotional reactions that may be serious. It is not conducive to sound conditions of mental work or healthy mental attitudes. There may be a loss of self-confidence and ultimately of self-respect. The effects from what seems so simple a thing as hurry ramify into all aspects of the mental life. The main contribution of modern educational psychology through its mental-hygiene outlook has been the emphasis on normality, on healthy mental habits, on controlled emotional expression, on mental health. — E. A. F.

"Martyrs, Missionaries, Scientists and Patriots"

The time in which we live is surely a time "to try men's souls." We have about us on the international scene everything we abominate — War, Destruction of Homes, Mass Murder — the abomination of desolation. Everything we hold sacred is attacked: Home, Country, God. What thoughts must pass through the heads of intelligent people about the stupidity of war and all its works; but the Four Horsemen are abroad on the highways of the world. How far does our revulsion go?

Channing Pollock in *This Week Magazine*, under the heading "Things Worth Dying For" helps us to reflect on what is happening and the reconstruction that will be necessary if men are to live for great things rather than to die for them. An incident in Rochester is Pollock's springboard:

"Speaking in Rochester not long ago, a lecturer declared the overwhelming sentiment of our youth to be, 'No matter what happens, we don't want to die.' Before my mind's eye, as I read the words, passed a great and glorious host of men and women who have given their lives for a cause — martyrs and missionaries, scientists and soldiers, public servants and patriots. And I wondered whether we who are here would have found very much worth living for if no one had ever found anything worth dying for.

"No normal person *wants* to die. But, fortunately, there have been millions of normal people who have believed that there are things worse than death — compromise of conscience, dereliction of duty, loss of liberty and self-respect."

But even in a confused and chaotic world — before this "confusion worse confounded" of today — Mr. Pollock did not believe the speaker from Rochester. He says:

"I'm sorry, but I can't believe that speaker in Rochester; too many people have proved, and *are* proving it false. There may be thousands so soft, so timid, so comfortable that nothing else seems to them as worth while as existence, but there are millions who know that to live under certain conditions may be only prolonging death."

In conclusion he says one of those hard sayings, which in

man's history from the Garden of Paradise to this day has been true of men and nations:

"A people that prefers dishonor to death will have reason to weep. The man who would not perish for wife, child, country, or for any ideal or achievement or principle, is part of a death of the soul by which mankind survives. There must be a last trench beyond which the human spirit will not retreat. Whatever we have of security and dignity and well-being, for ourselves, our nation and our race; all that separates us from savagery, everything of the mind and heart, and of aspiration and accomplishment, has been won and held by men and women who, wanting to live, still 'dared for a high cause to suffer, resist, fight — if need be, to die.'"

Perhaps this material is not inappropriate for meditation during the month of All Saints Day and All Souls Day. — E. A. F.

Let Us Care for Our Own

What shall we do with the pupil who has become a behavior problem in a parochial school? Our first step is to discover the cause of the pupil's maladjustment. The cause may be inability to do the work of the grade because of low intelligence, an inferiority complex, lack of a sound foundation in one or more subjects, poor home conditions, etc. Whatever the cause, the condition demands a remedy.

If the normal child needs the Catholic school to safeguard his faith and morals — to teach and guide him in the Catholic way of life, the retarded, the underprivileged, the troublesome child needs it in greater measure. Furthermore, to turn over our problems to the public school would be a sad confession of our own failure.

The Catholic University of America is rendering an invaluable service to Catholic schools through maintenance of a clinic in which teachers are being trained to diagnose and treat problems of maladjustment. Some of these problem cases can be adjusted by an intelligent teacher, but others should be referred to a specialist. Some of our diocesan school systems now employ one or more school psychiatrists for this purpose.

The Catholic school system should have its own school psychiatrist, whose training and sympathies are in harmony with Catholic pedagogy and Catholic ethics. We cannot, in conscience, permit Catholic children to be subjected to the kind of examinations, tests, or questionings which some public school specialists have devised.

Since the solution of some of our problems will be to place the pupil in an opportunity room where he can study the subjects which will profit him, such an opportunity room should be available to every Catholic school. If the school cannot have such a room, one should be accessible in a near-by Catholic school. Of course, if a pupil should be assigned to a school that is not within easy walking distance, arrangements should be made for his transportation when, as so frequently happens, his parents are poor. If an opportunity room is lacking, some of these problems can be solved by the individual help of a zealous teacher and by the school authorities' acceptance of work somewhat below their standard.

There are other means of solving some of these problems, and other phases of the problems which we hope to have discussed later. — E. W. R.

Practical Aids for the Teacher

Mental Exercises in Algebra

"Teachers of algebra are constantly trying to find means of overcoming their students' unfavorable attitude toward problems. This attitude is the outgrowth of the lack of success on the part of the pupil in handling this side of mathematics. By breaking the problem into parts short and simple enough to answer orally, most of the difficulty is overcome," says Jeannette B. Staton writing in the *Virginia Journal of Education*.

Miss Staton then submits samples of a series of mental tests devised to show the pupil how to think algebraically. The writer says that tests of this kind arouse as much interest as a popular game; they link algebra with arithmetic; they bring in a constant review of algebra and arithmetic; they lead the pupil into logical methods of thinking. The method of "dissecting" the problem as used in these questions makes the pupil form the habit of analyzing any problem before him, a habit which will go with him through life.

Each test contains 10 questions of equal value, which start with simple known facts from arithmetic. For example, No. 1 from Test 1: "At 30 miles per hour, how far can you travel in 4 hours?" Then this is turned into algebra in the next question, No. 2 in Test 1: "At 30 miles per hour, how far can you travel in x hours?" The questions increase gradually in difficulty, always linking the old with the new, arithmetic with algebra.

The questions are distributed as follows:

25 per cent are on mechanical operations, the correct use of symbols for words, etc.

12½ per cent on motion problems

12½ per cent fractions

12½ per cent miscellaneous

10 per cent income, percentage, etc.

10 per cent area, perimeter, etc.

5 per cent work problem

5 per cent age problem

3¾ per cent digit problem

3¾ per cent coin problem

Any teacher can make similar tests for his pupils. Those presented in Miss Staton's article are:

I

1. At 30 miles per hour, how far can you travel in 4 hours?

2. At 30 miles per hour, how far can you travel in x hours?

3. What is the value of 8 increased by 4? (Use sign, then find the value.)

4. What is the value of 8 decreased by 3? (Use sign, then find the value.)

5. Express x increased by 2.

6. What is 5% of \$200?

7. Write as a fraction: x divided by 20.

8. Which is larger, $\frac{x}{10}$ or $\frac{x}{15}$?

9. What is the area of a rectangle whose altitude is 10 and base x ?

10. True or false? Decreasing the denominator of a fraction decreases the value of the fraction.

II

1. If you travel 120 miles in 4 hours, what is your rate?

2. If you travel 120 miles in x hours, what is your rate?

3. Express x decreased by 2.

4. Write the equation for the following statement: x increased by 6 equals 10.

5. Write the equation for the following statement: $3x$ decreased by 6 equals 9.

6. What is 5% of x dollars. (Give answer decimally.)

7. Express the fraction whose numerator is x and whose denominator exceeds numerator by 2.

8. Write on your paper $2/5$, then add 1 to the numerator. Is the resulting fraction larger or smaller than the original fraction?

9. What is the area of a rectangle whose altitude is x and whose base is twice the altitude?

10. True or false? Increasing the numerator of a fraction increases the value of the fraction.

III

1. If your rate in still water is x miles per hour and the rate of the current is 2 miles per hour, how long will it take you to go 10 miles downstream?

2. If $3/4x = 24$, $x = ?$

3. What is the value of $-(2x-1)$, when $x = -3$? (Write on board.)

4. If x is your present age, express 5 times your age 3 years hence.

5. A man has x dollars invested at 6% and y dollars at 5%. How much money has he invested?

6. What is $1/2$ of the fraction $4/x$?

7. What is the area of a triangle whose altitude is x and base exceeds altitude by 5?

8. If a tank can be filled by one pipe in x hours and by another pipe in $(x-2)$ hours, what part can be filled in 1 hour with the pipes open together?

9. I have 2 nickles, 3 dimes, and 1 quarter. How many coins have I?

10. If a rectangular rug 6 ft. by 8 ft. has added to it a border 2 ft. wide, what is the area of the resulting rectangle?

IV

1. An autoist, whose rate is 30 miles per hour, drives a distance of x miles in 3 hours. Write the equation.

2. Write the equation of variation if y varies as x . (Let $k = \text{constant}$.)

3. Write the equation of variation if y varies inversely as x .

4. What is the interest for 1 month on \$900 at 6%?

5. Express 3 times the area of a square whose side is $(x-2)$.

6. Simplify: $2 \cdot \frac{x}{4}$

7. If you can do a piece of work in $7/8$ days, what part of it can you do in 1 day?

8. A man has x quarters, y dimes, z nickels, having in all 12 coins. Write the equation.

9. A child buys x pencils at 5 cents a piece and gives the clerk 50 cents. How much change does he receive?

10. How many feet are there in x yards?

The Biology Slide: A Project

Mother Aloysia Tallon, O.S.U., M.A.

Of all the subjects that give culture, background, and breadth of understanding, I believe biology is one of the best. Not always was this my opinion, but it has been so since we discovered, or shall I say *made*, a project of our biology class by having this class edit a small paper.

The class of girls was one that though not openly opposed to biology, yet did dislike bugs, worms, butterflies, moth, and all the rest that was connected with the subject. Interest in such things was nonexistent, and the teacher felt that somehow she was to blame. What was she to do? She needed to arouse interest and the thought of a paper printed in connection with the subject suggested itself to her mind. It was proposed to the barely interested class that they do this and have the paper devoted exclusively to biology. It would include a personal touch too, insofar as acknowledgments were to be made for each article used.

The biology class of 30 girls, therefore, met one afternoon after school to discuss ways and means of carrying out this idea, if possible. They were not so sure it would be a success. After some discussion, it was voted to have such a paper. "It will mean more work," the teacher warned. "No matter," came the answer and so the project was

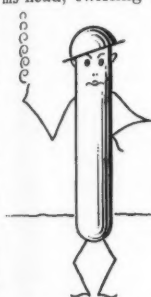
launched. First a name had to be decided upon and so after much thinking and stewing about, the phrase, *Biology Slide* was chosen as the official name of the paper. The class was then divided into three groups and each group selected its editor-in-chief while the others of the group were to be associate editors for the issue. In dividing the class this way, we strove to put in each group at least one girl who had some talent for drawing for we hoped to have a few pictures in *The Biology Slide*.

The class did not realize it but the work of editing the paper was only one item. In order to have a paper devoted to the interests of biology, it was necessary that the pupils write and collect items relative to biology, and this meant they had to give their own undivided interest to the subject. The teacher at once assigned the life of a Catholic scientist, Mendel, as a written report to be turned in at the next meeting of the club formed of the ten girls in charge of the first publication. The entire class made this report and the best article was used in the paper.

The Biology Slide should have a little original work it was thought, and so for the first assignment, we devoted our time to a study of the development of a butterfly. In

the fall, we had had a caterpillar in our laboratory and some one nicknamed it, "Priscilla." Months followed, when it was in the chrysalis stage, and now just as we are to start our paper, she broke forth a beautiful butterfly. The writing of a report on this development constituted our first original work. Life histories of insects, etc., had been one thing that the class seemed not only uninterested in, but determined to ignore. On all tests and quizzes any questions relative to histories were either missed or omitted. Now, since there was a demand for original work, life histories came to the fore, and even poor Priscilla received much attention.

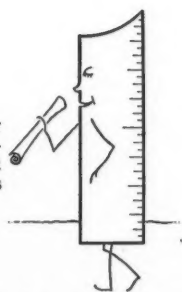
During the year, much fun had been enjoyed, as the "Laboratory Family" made its appearance on the blackboard. Tommy Test Tube, Gertie Graduate, Billy Bottle, Francis Flask, and all the rest of the family had been drawn and their uses in the laboratory explained. Now someone suggested that each paper carry one of the family with his comment or wise saying or something of the sort. It was agreed and Tommy Test Tube was first. By his picture where he jauntily stood with a broad brimmed hat sitting on his head, twirling his cigar we read:



Tommy Test Tube

says:
"I like the test for starch because it does not put my feelings (Fehlins) in a test tube as the test for glucose does."

Another issue carried:



Gertie Graduate Says:

that as she comes near to graduating, she gradually has the feeling that Graduation is not all it's graduated up to be.

The funny side was not lacking and it was proposed that a girl in each group be appointed reporter for funny sayings in class. These are quite ridiculous at times. This made the class very attentive to what was said and ready to check and catch any incongruous statement. It was done and in our first issue the funny column was graced by a picture of a frog over the caption: "The Frog Croaks." The name of the girl who made the break was given. All had agreed not to be hurt, and they were good sports. Some of these follow: Esther: "The heart is an infernal organ." Gertrude: "Artillery buds grow out from the stem." Mary: "The two classes of the dry fruits are the inherited and the dis-inherited." Jane: "Linseed oil comes from linen plant." We all know these slips that are made in class and cause a good laugh.

Space was still left in the two-page paper and so a search for appropriate poetry about biology was made and when found, used. The girls were even brave enough sometimes

to try to write some verse themselves. This was poor in quality but highly esteemed by the class. *The Biology Slide* was printed on brightly colored paper and sold to the students in the other classes and to the parents and others interested for two cents a copy.

This little paper transformed the biology class from a listless crowd of girls, gingerly afraid of a bug into an interested searching group of girls ready to make "new experiments" as they called them for the sake of learning new facts. One group actually collected pollen grains from various flowers and then by means of the microscope, found out differences in these minute bodies. Why, all bugs, even flies and mosquitoes, became interesting as material for the paper. One set of wisecracks was headed: "On the Fly" and had the picture of a large fly with a tiny man on his back riding it like a horse. All drawings were original; not always the best of art, but the work of the children themselves.

Enthusiasm waxed high and the children became "biology conscious." Trips to museums were asked for, made, and enjoyed. One guide who took us through a museum

containing marine fish and shells was surprised at the interest shown and offered a prize to the best written account of the trip. This was food for our *Slide* and the lucky girl whose paper was adjudged the best was given a lovely necklace of shells.

The other students and the faculty stood aghast at the "biology craze," as one of them called it. Laboratory periods which before had been so long and tedious now were entirely too short for the work these youngsters wanted to do. After school hours, it was no unusual thing to see them pouring over the microscope or working on some article for the paper or trying to find some information in the shelf of reference books the teacher had procured for the class. Interesting bugs, specimens of the hated species, were brought to class. Strange fish and shells too found their way into the laboratory and it was not unusual for girls to walk up to the teacher and hand her one of these aforesaid, "bugs."

Culture, breadth of understanding, and joy were the results of this project in biology, not to say anything of the fact that the work of the teacher became easier, for the class wanted to learn.

Reading Preferences of Catholic High School Students

Brother Urban H. Fleege, S.M.

Realizing the rich suggestive power reading has on the mind through the implantation of ideas, and realizing, too, the plasticity and receptivity of youthful minds to what is read, it is not hard to grasp the importance of knowing what your modern high school students are reading. To get an insight into what the Catholic high school boy and girl regard as their favorite reading matter, both in book and magazine form, the writer investigated the reading preferences of the boys and girls in a Catholic high school of 640 students in a large midwestern city.

Our findings are set forth in the following summary paragraphs.

Students' Favorite Magazines

In answer to the question, *What is your favorite magazine?* we find, first of all, that one out of every three boys and girls do not have a favorite magazine; many of these state that they hardly ever indulge in such reading.

But for the other two thirds, we find the following as the ten most popular magazines with the boys and girls, listed in the order of frequency of mention:

Boys	Girls
1. <i>Life</i>	1. <i>Movie Magazines</i>
2. <i>Catholic Boy</i>	2. <i>Life</i>
3. <i>Reader's Digest</i>	3. <i>Movie Mirror</i>
4. <i>Popular Mechanics</i>	4. <i>Reader's Digest</i>
5. <i>Comics</i>	5. <i>Comics</i>
6. <i>Popular Science</i>	6. <i>Liguorian</i>
7. <i>Look</i>	7. <i>Sacred Heart Messenger</i>
8. <i>Collier's</i>	8. <i>Ladies Home Journal</i>
9. <i>Western Stories</i>	9. <i>Good House-keeping</i>
10. <i>Esquire</i>	10. <i>Extension</i>

Thus we see that magazines featuring pictures, stories, popular science are the favorites with the boys while a picture magazine grabs the top spot as the most favored. Movie magazines take the eye of the girls while magazines featuring stories and home subjects make up the major list of their "big ten." Picture magazines are the favorite for one out of every six boys reporting, while only half as many girls agree with the boys in this choice.

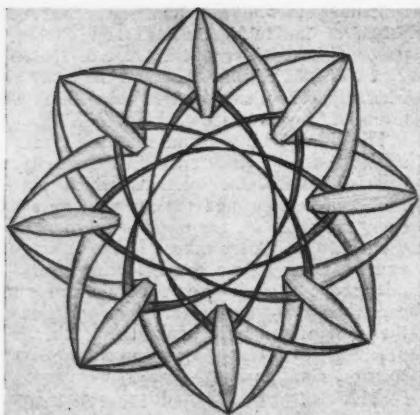
One out of every four girls reporting mentions a movie magazine as her favorite while only seven boys in the entire group are of the same opinion. Though Catholic magazines come in for three counts in the ten most popular magazines with the girls, only one out of every eight mentions such as her favorite. Only one out of every eleven among the boys lists a Catholic periodical as his most favorite magazine.

Runners-up among the boys' favorites are such as feature "boy" stories, adventure, and hobbies; only a few confess their favorite to be one of the off-color type magazine. Other popular periodicals with the girls are *Cosmopolitan*, *McCall's*, *Photoplay*, *Movie Screen*, *Saturday Evening Post*.

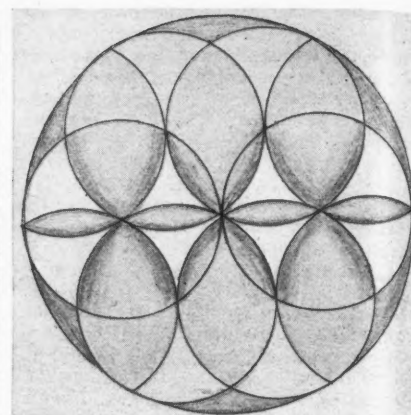
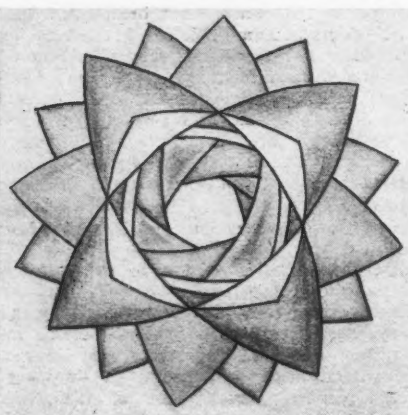
It is interesting to note that the boys and girls agree on only three magazines in the ten most popular with each, *Life*, *Reader's Digest*, and *Comics*.

Book Preferences

When asked to mention their favorite book—the best book they had ever read—both boys and girls found difficulty in settling on their favorite and hence about half of them mentioned several books as the most interesting they had ever read. Despite the great variety of choice, it is quite evident that stories featuring mystery, murder, and adventure are the favorite choices of both



Geometry in Art.



— Sister M. Noreen, O.S.F.

boys and girls. Jules Verne, A. Conan Doyle, Mary Roberts Rinehart, Van Sweringen, Stevenson, London, and Hilton head the list of most popular authors.

Considerable differences in book preferences stand out in the various groups within the high school. Among the freshmen the book choices are unique in that mystery and murder stories are only fourth in the order of frequency of mention, while animal stories top the list with Jack London's *Call of the Wild* and *White Fang* leading the field. Adventure stories come in second with Stevenson's *Treasure Island* and Defoe's *Robinson Crusoe* proving the favorites. "Boy" stories come third in popularity.

Among the sophomores, both boys and girls prefer murder and mystery stories. No individual book is particularly popular, though Stevenson's *Kidnapped* was mentioned more frequently than any other. Adventure stories are second on the sophomore list, while animal stories rate only a poor third.

More variety of choice appears on the juniors' favorite book list. While murder and mystery are preferred, adventure stories are quite popular. Among the former, A. Conan Doyle's *Tales of Sherlock Holmes* is outstanding with the boys. James Hilton's *Good-bye Mr. Chips* is the most popular book with the junior girls.

Sorting out the list of favorites from the book choices of the seniors, boys and girls, we note not only a trend for greater variety of choice, but a tendency toward definiteness in the individual's interest; the girl or boy who likes biography, lists several such books. Mystery and adventure are the most favored while biography and murder stories are tied for third in popularity. Though biographies were mentioned by the other classes, it is only with the seniors that this type of book rises to prominence.

Of all the favorite books mentioned by the girls, Van Sweringen's *As the Morning Rising* is the most popular. Hilton's *Good-bye Mr. Chips* is a close second. This latter book is third in popularity with the boys. Stevenson's *Treasure Island* takes top honors as the favorite book among the boys while Jules Verne's *20,000 Leagues Under the Sea* carries off second-place honors.

The best-liked Catholic author is Owen Francis Dudley, with his *Masterful Monk* and *Coming of the Monster*. Only second to Dudley comes Father O'Brien, with his *Brass Knuckles* proving a favorite.

Books featuring romance as the dominant

motif are conspicuous by their absence on the boys' list of favorites. The girls, however, find this subject much more to their taste. Rather strikingly absent from among the book favorites of most of the boys and girls are, with the exception of about a half dozen, the currently popular novels. But this may be due to the exclusion of the majority of them from the suggested reading lists in the hands of the students.

Taking a summary glance over our findings, we cannot help noting the wholesome reading tastes in most of the boys and girls of this representative Catholic high school. While Catholic reading is encouraged in this school,

no particular pressure is brought to bear on the students in the choice of their reading matter. There are some who may interpret our findings less optimistically, saying that Catholic magazines and Catholic authors should be better represented on our students' list of favorites; that pressure should be brought to bear on this phase of their reading. Perhaps true, but in developing a taste for Catholic reading we must be tactful lest we develop a distaste for such reading. Students must be led to appreciate the value of Catholic reading, not forced. Reading is like eating, if we like our first sampling we will be back for more.

A Library Fantasy

Sister M. Theophane, S.S.J.

CHARACTERS:

Edward) High school
Lucille { pupils
Shylock, the Jew
Phoebe Pyncheon
Evangeline
Tom Sawyer

Huck Finn
Sheen Hensleigh
Cedric, the Saxon
Little Eppie
Jo and Amy March
Madame Defarge

SCENE:

A library on a November afternoon. A library table with a chair on each side is down center of stage. A bookcase or two filled with books is up stage.

TIME OF PLAYING: Ten minutes.

Prologue

[This is said by a boy or girl just before the curtain rises.]

Books are keys to Nature's treasure,
Books are gates to lands of pleasure,
Books are paths that upward lead,
Books are friends—come, let us read.

[At rise of curtain, Edward is at the bookcase getting a book. He turns to speak to Lucille, who is seated at the table reading.]

EDWARD: Say, when does this report have to be in?

LUCILLE: Day after tomorrow, and I'm only half through my book. I'll never finish; it's as dry as dust.

EDWARD [Comes to table and sits]: What book do you have to report on?

LUCILLE: "A Tale of Two Cities." It's terrible.

EDWARD: It couldn't be worse than "Ivanhoe."

LUCILLE: It's bad enough, and I'm tired of it; I think I'll knit awhile. [Begins to knit.]

EDWARD: Not a bad idea; I think I'll take a nap. [Puts his head on table.]

SHYLOCK [Enters from right, carrying a dagger]: My daughter, my ducats! Where's that Antonio?

LUCILLE: Who are you, and what do you want here?

SHYLOCK [Comes nearer to her, shaking the dagger in her face, while she keeps moving away from him]: I am Shylock, the Jew. Antonio, the Merchant of Venice, took all my hard-earned money that I was saving for my daughter. Now I can't get it back. But he said I could have a pound of his flesh. That's why I'm looking for him. I must find him to get that pound of flesh. Antonio! Antonio! O, my ducats, my daughter, my ducats, my ducats! [Exits at left.]

LUCILLE [Comes back to table and sits]: I'm glad he's gone.

[Lucille continues her knitting. Phoebe enters from right and walks primly across stage behind the table. When she gets behind Edward's chair, Lucille sees her.]

LUCILLE: Hello. Are you that man's daughter?

PHOEBE: What man?

LUCILLE: Shylock, who was just here. He kept calling for his daughter.

PHOEBE: Dear me, no. He's not my father. I'm Phoebe Pyncheon. I'm on my way to the House of the Seven Gables, where my cousins Hepzibah and Clifford live. But I kind of

hate going there, for the old house is so gloomy. I have a feeling that something terrible is going to happen while I am there.

LUCILLE: That sounds like a mystery. Do come back and tell me all about it.

PHOEBE: I won't have to tell you, for you can read it all in Hawthorne's book, "The House of the Seven Gables." Good-by, I hear Hepzibah calling me. *[Exits at left.]*

LUCILLE: I think I'll read the "House of the Seven Gables" and see what happens to Phoebe. *[Goes to bookcase and gets book.]*

EVANGELINE *[Enters from right]*: Have you seen my Gabriel?

LUCILLE *[Turns around in surprise and comes down stage]*: Gabriel? I never heard of him, and I'm am sure I don't know you either.

EVANGELINE: My name is Evangeline. For many years I lived in Acadia happy in the love of Gabriel. But the English sent us all into exile. We were sent away in different ships, so that when I arrived in Louisiana, Gabriel had already left there. In vain I have sought for him. Every place I go he has been there and gone. I fear I shall never find him again, but I shall keep on searching. Since you haven't seen him, I must be on my way.

LUCILLE: If you find him, will you let me know?

EVANGELINE: Read Longfellow's poem Evangeline. That will tell you all. Farewell. I must not tarry. *[Exits at left.]*

LUCILLE: Poor Evangeline, I hope she finds him. *[Sits at table.]*

[Tom Sawyer enters from left, whistling. He carries a fishing pole.]

TOM: Hello, have you seen Huck Finn?

LUCILLE: Not since I saw him in the movies. *[She looks at him closely.]* Why, you look like Tom Sawyer.

TOM: That's just who I am. Me and Huck planned to go fishing this afternoon, but I'm afraid he's gone off without me. If you see him, tell him to meet me in the cave.

LUCILLE: Aren't you afraid to go into that dreadful cave?

TOM: Naw, I ain't afraid. *[Huck Finn, also carrying a fishing pole, appears at the side door of the auditorium.]* There he is now. Hey, Huck, wait a minute. *[Tom leaves the stage, and he and Huck exit through the auditorium.]*

[Sheen Hensleigh enters from up stage and looks all around. Lucille sees her and gets up and goes over to her.]

LUCILLE: Have you a book report to make, too?

SHEEN: No, I belong in a book. Lucille Borden has written my story in a book entitled "From Out Magdala." Have you ever read it?

LUCILLE: No, I haven't. Do tell me about it.

SHEEN: My name is Sheen. When I was only three years old, I was kidnapped and taken to France. I was kept drugged for a long time, so that I forgot everything about my home and family. Eric, a boy who lived with my kidnappers, put me into an airplane, thus helping me to escape. I had named my guardian angel Wingtop, and I was sure it was he who was carrying me far away from my enemies. A kind lady found me after I left the plane, and I lived with her for many years. Later I was again united with my family, and with Eric, who is waiting for me now. Good-by. *[Exits at left.]*

LUCILLE: What a beautiful story. I wonder

if that book is here in the library. *[Goes to bookcase to look for book.]*

CEDRIC *[Enters from right]*: Where's that worthless Wamba?

LUCILLE *[turns around in surprise and comes back to table]*: Why, who can this be?

CEDRIC: I am Cedric, the Saxon, one of the characters in Scott's "Ivanhoe." Have you read it?

LUCILLE: No, I haven't; but Edward went to sleep over it, so it must not be very interesting.

CEDRIC: Oh, but it is. Ivanhoe, my son, was a dear friend of the Norman King, Richard-the-Lion-hearted. The Saxons attacked the castle of Torquilstone, in order to rescue Ivanhoe and Athelstane, a Saxon nobleman. Finally, the castle fell because of a fire set by Ulrica, a Saxon prisoner. Ivanhoe helped King Richard to regain his kingdom, and later married a Saxon lady named Rowena.

LUCILLE: Say, I believe I'll read that; it sounds exciting. *[She reaches over and takes the book from Edward.]*

CEDRIC: By all means. And if you see Wamba, my jester, send him to me. *[Exits at left.]*

EPPIE *[comes running in from right]*: Was that my father?

LUCILLE: That was Cedric, the Saxon. Is he your father?

EPPIE: No, my father's name is Silas Marner.

LUCILLE: Oh, yes, I read about him when I was a freshman. Then you're Little Eppie. But I thought Eppie had golden hair.

EPPIE: Well, it was golden. It must have turned black in the coal bin.

LUCILLE: I like you Eppie. I wish you would stay with me awhile.

EPPIE: I can't. My father is waiting for me. Good-by.

LUCILLE: Good-by.

[Jo and Amy enter from up stage and walk to front of table.]

JO: I'm tired of reading to Aunt March. I wish you'd go and read to her, Amy.

AMY: Who wants to read to her? I'd rather play with Beth.

JO: I wish we'd meet the professor.

AMY: There he goes now, and Laurie is with him. Aunt March will have to do without either of us today. *[They walk briskly off stage at right.]*

LUCILLE: I know who they are; Jo and Amy, from Louisa May Alcott's book, "Little Women."

[Madame Defarge enters from right, knitting.]

LUCILLE: Oh, what are you knitting. A sweater?

MADAME D.: No. I knit mostly shrouds.

LUCILLE: Shrouds? How awful.

MADAME D.: Yes. You see, I keep a knitted register of all the people I want to revenge, especially the Evremondes.

LUCILLE: Then you must be Madame Defarge. Tell me, what happens to all the people whose names you knit in the register?

MADAME D.: Most of them go to the guillotine. I am on my way now to see Charles Darnay executed.

LUCILLE: Oh, are they going to kill Charles?

MADAME D.: Your book will tell you that. I'm in a hurry now. *[She exits quickly at left.]*

LUCILLE: Where's my "Tale of Two Cities"? I must find out what happens to Charles.

EDWARD *[wakes up and stretches]*: Well, I had the queerest dream you ever heard of. Why, I saw Cedric, the Saxon, Tom Sawyer, and all kinds of people out of books.

LUCILLE: That wasn't a dream. All those people were really here. I was talking to them. Madame Defarge left just a minute ago. Why, Edward, they're the most interesting people. I am going to hurry and finish this book, because there are so many other books I want to read. Do you think I can finish it today?

EDWARD: I don't know. But I don't see much use in reading books. Why, I learned more from that dream of mine than I could learn if I read books all day.

LUCILLE: Well, go back to sleep if you want to: I'm going to read my book. *[She reads. Edward puts his head down on the table for another nap.]*

Curtain

A Letter "C" Test in Religion

A Sister of St. Benedict, St. Joseph, Minnesota

Consider the following as questions and give the answers.

"C's" Among the Saints

1. King of Poland, March 4
2. A Pope, May 19
3. Patron of travelers, July 25
4. Founder of the Poor Clares, August 12
5. Bishop of Jerusalem, March 18
6. Patron of the diocese of St. Cloud, Minn., September 7
7. Patron of medical men, September 27
8. Archbishop of Milan, November 4
9. Patron of Philosophers, November 25
10. A virgin, July 24

"C's" of the Bible

11. The main figure in the New Testament.
12. The place where our Lord performed His first miracle.

13. Christ's home by the Sea of Galilee.
14. The place where Simon lived who helped Jesus carry His cross.
15. The Promised Land that was divided among the twelve tribes.
16. The Roman officer of whom Jesus said: "I have not found so great faith in Israel."
17. The place where Jesus was crucified.
18. The two tablets of stone given to Moses on Mt. Sinai.
19. The high priest who held an office during our Lord's passion.
20. The capital of Greece, a great commercial city, where St. Paul converted many.

"C's" of the Catechism — Missing Word Test

21. To visit the sick is one of the works of mercy.
22. Our warns us against evil and admonishes us to do what is good.

23. The Church is because she was founded for all men.
 24. Pride is one of the sins.
 25. is a gift of the Holy Ghost.
 26. "..... covereth a multitude of sins."
 27. The most beautiful virtue is
 28. We dishonor the name of God by
 29. is the sacrament by which man is filled with the Holy Ghost.
 30. is the most important part in the Sacrament of Penance.

"C's" of Religious

31. The Little Flower was a member of the Order.
 32. nuns do not leave the convent except for a most serious reason.
 33. Benedictines the Divine Office.
 34. A is a house occupied by a community of nuns.
 35. The Fathers of the of the Holy conduct the University of Notre Dame, Ind.
 36. St. John Baptist de la Salle founded the Brothers of the Schools.
 37. During services in choir the religious wear a long garment with wide sleeves called a
 38. The do mission work. They wear a brown habit and sandals.
 39. A priest who performs the religious services in a chapel is the
 40. The white linen pleated headdress of the Benedictine Sisters is called a

"C's" for Those Who Assist at Mass

41. In Egypt Mass is said in the rite.
 42. The first part of the Mass is called the Mass of the
 43. The prayed at the foot of the altar is a public confession.
 44. The is a short prayer said in the name of all the faithful.
 45. The Mass for saints who have no Proper is taken from the of Saints.
 46. Often after the Collect reference to a saint or an event is made called a
 47. The is a profession of faith.
 48. is a fixed rule.
 49. Changing bread and wine into the Body and Blood of Christ is accomplished at the
 50. We receive our Lord in Holy

"C's" in the Liturgical Calendar—Choice of Dates

51. Circumcision is celebrated
 July 1 Jan. 1 April 1
 52. Candlemas is celebrated
 Aug. 15 Feb. 2 Nov. 1
 53. Chair of St. Peter is commemorated
 Dec. 8 Aug. 12 Jan. 18
 54. Conversion of St. Paul is
 Jan. 25 Dec. 4 March 19
 55. Chrysostom, bishop, Doctor of the Church
 Nov. 2 May 16 Jan. 27
 56. Commemoration of all holy Pontiffs recently introduced
 June 27 March 17 July 3
 57. Corpus Christi is always the Thursday after
 Trinity Sunday Pentecost Ascension
 58. Christ the King is always the last Sunday in
 Sept. Nov. Oct.
 59. Cecilia, Patron of music, is celebrated
 July 25 Sept. 12 Nov. 22
 60. Christmas is celebrated
 Jan. 1 Dec. 25 July 4

"C's" for the Celebration of Mass—Fill in One Letter for Each Dash

61. Priest, or ce-----t
 62. His black garment, a ca-----k
 63. A long cord, the ci-----e
 64. Vestment, or ch-----e
 65. A gold cup, the ch-----e
 66. A square of white linen, the co-----l
 67. A veil covering the chalice, the ch-----ve--l
 68. Two small vessels containing the water and wine, cr-----s
 69. Three cards of prayers, generally framed, called ca-----pl-----s
 70. The image of our Lord, a cr-----x
 71. Two figures of wax used to furnish light, ca-----s
 72. A vessel to burn incense, a ce-----r
 73. A sacred vessel containing the consecrated hosts for Communion, a ci-----m
 74. A table on the Epistle side for the cruets, basin, and finger towel, the cr-----e ta-----e
 75. A small paten to hold under the chin when receiving Communion
 co-----n pl-----e

Other "C's" in Church

76. A bier covered with a black cloth placed in the center of the church during Masses of the Dead.
 77. The place set apart in the church where the priest hears confessions.
 78. Olive oil mixed with balm blessed by the bishop and used by the Church in confirmation, baptism, ordination, consecration of churches, chalices, altar stones, and in blessing of baptismal water.
 79. A wide vestment of silk with a cape at the back used by the celebrant at benediction and during processions.
 80. A wooden instrument which is used on Good Friday as a substitute for the bell.
 81. A stable and figures representing to us the birth of Christ.
 82. A beautiful child's head with wings.
 83. A set of bells musically tuned.
 84. A symbol of Christianity.
 85. An assembly of persons gathered for religious worship.
 86. A rooflike covering supported on pillars over an altar or statue.
 87. A large candlestick having several branches.
 88. A plate, or basket, passed during services to receive the offerings of the worshipers.
 89. That part of the church appropriated to the singers.
 90. A wreath, or garland, encircling the heads of the saints.

"C's" of the Clergy

91. A dignitary who ranks next to the pope.
 92. One who has the right to succeed the bishop whom he aids.
 93. One who transacts the business affairs of the diocese.
 94. The official advisers of a bishop in matters of diocesan administration.
 95. The church where the bishop officiates.
 96. One who examines publications containing religious matters.
 97. A priest who hears confessions.
 98. A vow not to marry.
 99. A cloak with a long train and cape worn by the bishop at solemn functions.
 100. A pastoral staff.

Key

- | | |
|------------------------|----------------------|
| 1. Casimir | 51. January 1 |
| 2. Celestine | 52. February 2 |
| 3. Christopher | 53. January 18 |
| 4. Clare | 54. January 25 |
| 5. Cyril | 55. January 27 |
| 6. Cloud | 56. July 3 |
| 7. Cosmas | 57. Trinity Sunday |
| 8. Charles | 58. October |
| 9. Catherine | 59. November 22 |
| 10. Christina | 60. December 25 |
| 11. Christ | 61. Celebrant |
| 12. Cana | 62. Cassock |
| 13. Carpharnaum | 63. Cincture |
| 14. Cyrene | 64. Chasuble |
| 15. Chanaan | 65. Chalice |
| 16. Centurion | 66. Corporal |
| 17. Calvary | 67. Chalice veil |
| 18. Commandments | 68. Cruets |
| 19. Caiaphas | 69. Canon plates |
| 20. Corinth | 70. Crucifix |
| 21. Corporal | 71. Candles |
| 22. Conscience | 72. Censer |
| 23. Catholic | 73. Ciborium |
| 24. Capital | 74. Credence table |
| 25. Counsel | 75. Communion plate |
| 26. Charity | 76. Catafalque |
| 27. Chastity | 77. Confessional |
| 28. Cursing | 78. Chrism |
| 29. Confirmation | 79. Cope |
| 30. Contrition | 80. Clapper |
| 31. Carmelite | 81. Crib |
| 32. Cloistered | 82. Cherub |
| 33. Chant | 83. Chimes |
| 34. Convent | 84. Cross |
| 35. Congregation Cross | 85. Congregation |
| 36. Christian | 86. Canopy |
| 37. Cow | 87. Candelabra |
| 38. Capuchin | 88. Collection plate |
| 39. Chaplain | 89. Choir |
| 40. Coif | 90. Crown |
| 41. Coptic | 91. Cardinal |
| 42. Catechumens | 92. Coadjutor Bishop |
| 43. Confiteor | 93. Chancellor |
| 44. Collect | 94. Consultors |
| 45. Common | 95. Cathedral |
| 46. Commemoration | 96. Censor of books |
| 47. Creed | 97. Confessor |
| 48. Canon | 98. Celibacy |
| 49. Consecration | 99. Cappa magna |
| 50. Communion | 100. Crozier |

The Priceless State of Grace

The state of grace is not just absence of sin, of sin which is death. The state of grace is a gloriously, positive thing. It is the very life of God within your soul. Thereby, you participate in the divine Nature. It makes you Godlike. Possessing that life and nature, you are adopted sons of God.

These are not meaningless phrases. The Church uses them, not hesitatingly, vaguely, but fearlessly and exactly. With vigor and certainty she teaches, trying to impress you with, trying to rouse you to, your dignity.

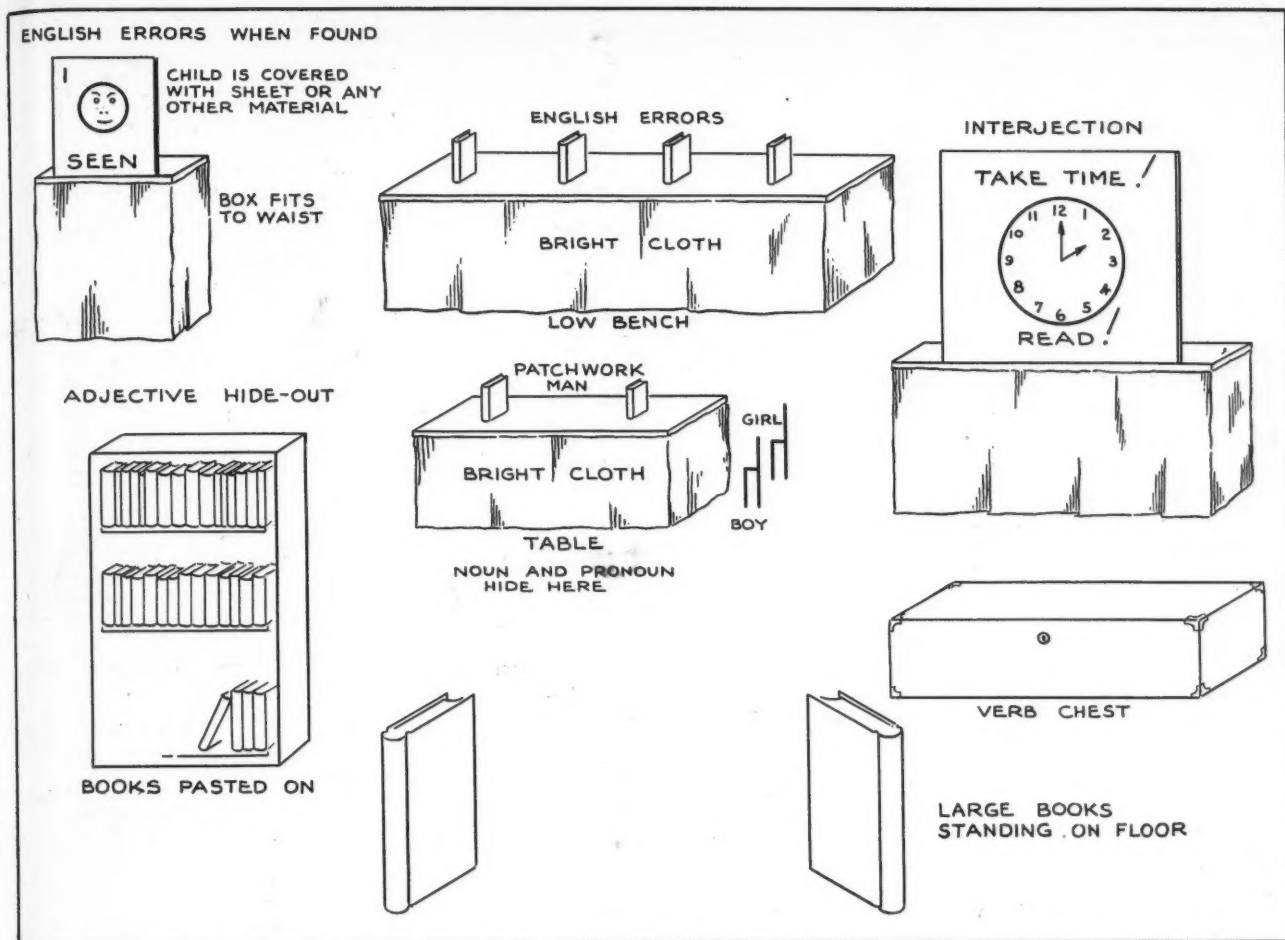
"If anyone love me, he will keep my word, and my Father will love him and we will come to him and will make our abode with him" (St. John 14:23).

That is your dignity when you are in the state of grace. You possess His life. He lives within you. He nourishes you too with His Blood in the Eucharist.

When faced with sin no matter how violent the temptation, no matter what the cost, would you raise your head and say, "I am a Christian, nourished by the Blood of Christ. I have the Life of Christ within me. Before I'll taint that Blood and Life, I'll die."

Would you? Did you this summer?

If not, have you the courage to come back? Christ had the love and courage to die for you—that you might come back.—*Religious Bulletin*, University of Notre Dame.



Stage Setting for "The Patchwork Man's Shop."

The Patchwork Man's Shop

Sister M. Dorothy, S.S.N.D.

Stage Properties

Stage properties were made by enthusiastic committees. Out of huge boxes we built apparent books merely by drawing the binding with the contents of a ten-cent can of black enamel. For color effect, we covered the box first with wallpaper or crepe paper, whatever was at hand. Tables were adorned with the gayest cloth so that the children could hide underneath, and books were here, there, and everywhere. On one immense box we made with paint a clock and a message large enough for the audience to read: "Take Time! (The clock read *two*) Read!" The whole impression given was that of a Patchwork Shop.

The Patchwork Man was small; he wore a red shirt noticeably patched with green. He wore a skull cap and an improvised long white rope beard. The parts of speech were attired in crepe-paper capes and tall hats, color—according to their character.

Whisk-Broom Novelty

The Whisk-Broom Novelty was done by girls wearing a black crepe-paper blouse, bellboy style. Any character on the stage can make the sound of the "whisk" (in unison with the brooms) by rubbing together two pieces

of sandpaper. If desired, no costume need be used, or this could be omitted.

Characters

Noun (boy)

Pronoun (smaller boy)

Verb (boy)

Adjective (girl)

Adverb (girl)

Interjection

Preposition

Conjunction

English Errors—
Any number of characters

Color of Cape and Hat

Black trimmed with white

Black trimmed with white

Orange (Clown suit is more effective)

White with rainbow colors tacked on

Green

Red

Warm Brown

Deep Blue

Invitations

Invitations to the various classes were of colored construction paper, sprinkled with patches and they mysteriously read: "The Patchwork Man invites you to visit his shop in the auditorium at 2:30. Wednesday afternoon of Book Week." (This playlet can be used any time and the words, "Book Week"

are then omitted.) The programs, containing a list of characters and a short synopsis, were of black construction paper, with a riot of colored patches. "The Patchwork Man entertains you while you wait," they read.

The children voted it an amusing afternoon, unconscious, I believe, of the English they had imbibed.

[A little boy and girl enter, holding an open English book. They put it down to sing. Tune: "I love little Pussy."]

I like to read stories
It is such great fun,
Each tale of adventure
I read every one.

To sit by the fire
In a cozy nook
Is my favorite pastime
While reading a book.

Of books there are many,
But some are not fun.
For instance our English,
It does puzzle one.
We surely do study, [shake head convincingly]

It's not that we don't —
But to make us like English —
You can't — and we won't!

[Old Man Patchwork is at a table in the center of stage. The table is littered with books. Huge boxes, large enough to hide



Books are the stored up treasure of human genius.
Mural in N. Y. Public Library, by Edward Laning. Courtesy New York WPA Art Project.

children, are around. These are decorated with colors, patches, and pictures. Old Man Patchwork arranges his colored books and sings back]:

— 1 —

You say you like stories
And read a great deal,
You surely have missed one
With characters real!

— 2 —

To make you like English,
I know can be done
By meeting the actors
And learning each one.

[Boy and girl have been listening intently. They tiptoe to center of stage.]

Boy [stage whisper]: Such a strange fellow! Into what have we stumbled now!

GIRL: I don't know—but this shop surely fascinates me.

Boy [approaches man]: Good day, sir, what is your occupation, or it would be more polite perhaps to ask your name.

PATCHWORK MAN [bows]: I'll answer both. "Patchwork" is my name—and my occupation [gives comprehensive gesture], I'm interested in books, in people, and in life in general.

GIRL: Patchwork! Poor man! Did you have no one to patch your shirt, and is that the reason you used a green patch on a red shirt?

P.M.: I hadn't really thought of it in that light before. Fine feathers make not fine birds, you know, and clothes make not the man; far better are kind words and the service of a helping hand.

GIRL: Please pardon me. Your thoughts are nobler than mine.

P.M.: And so I deal in patchwork on a higher plane. Patching people's lives, interesting them in things that must be known and which they do not like, because they do not know, writing books to entertain them in their leisure time, making them forget their cares, reminding them that others, too, have difficulties to overcome and have overcome them in a courageous way.

GIRL: Is that why you answered our song a few minutes ago? You intend to help us—to teach us—to make us—like English?

Boy: Your task is difficult. You see, this is our sixth year for English grammar and we really should know something about it—still we do not like it.

P.M.: Oftentimes it's in your viewpoint,

your mind set. Because you like English less than arithmetic, you moan over difficulties which you would attempt and succeed in mastering, were it arithmetic.

Boy: Mr. Patchwork, how can you make us like English?

GIRL: You can't do it, Mr. Patchwork.

P.M.: Don't be convinced before I begin.

[The boy has been idly leafing through the books on a side table.]

Boy: Mr. Patchwork, you've written so many books. How did you do it—where did you get all the ideas?

P.M.: My dears, in the world about you, there is woven a story of sadness and joy, success and failure, culture and the lack of it. There is selfishness, egoism, injustice, a triumph of the strong over the weak. One has merely to pick up these threads, change the evil into goodness, or defeat the evil by opposite qualities, which you also find in lives of people about you, and you have a story. Happy endings are quite popular.

Boy: You know there's nothing I would like better than to see you at work. Couldn't you write a book for us? That would be far more interesting than having you teach some more English grammar.

P.M.: I shall do both, if you really know each part of speech, English grammar becomes easier. I shall acquaint you with the parts by putting them into a book. [Takes up big feather pen] Before we write any book, we must have a subject, one must write about something, you know.

[Up pops the noun from under the table.]

NOUN: Ahoy! I'm a noun, the name of a person, place or thing, as John, boy, city, ring. Can't you use me in the story? [He rests on the table.]

P.M.: A fine specimen! [More noise and rumbling. Out comes the pronoun, feet first.]

NOUN: Whoops! Who's coming—why it's only my secretary. In place of nouns the pronoun stands. As he, his, her, my hand. When I'm out he takes my place, and fulfills it well; on this we'll shake! [All three, Noun, Patchwork Man, and Pronoun shake.]

P.M.: Our story materializes. We have the subject of the story. Just as in the sentence, the subject, a noun must be. Don't you think we'll have to describe you to our readers?

PRONOUN: The adjective describes the noun, large, small, good, brown.

NOUN: I'm neither.

ADJECTIVE [tinkling voice]: Here I am.

Did I hear my name? I'll describe you. [The Adjective emerges from her hiding place. She eyes the Noun and then fittingly describes him according to his physical characteristics.]

GIRL [speaks to the adjective]: He needed you in the storybook. Readers must know how the hero looks!

P.M.: We have a good beginning with a handsome hero! To continue, you have to do something soon or our interest will lag.

[A Jack-in-the Box in clown suit jumps out from a box at the side.]

VERB: Verbs tell of something done. I walk! [He walks stiffly.] You stand! [Makes girl stand.] We run! [Takes the Noun for a run.] Do you need any more action? Here goes. [He flip-flops, hops, etc.]

Boy: How do you really do all that?

ADVERB [speaks from the doorway]: How, when, and where things are done, adverbs tell. Bravely, often, here, well. [Points to verb.] Laugh often! [Verb doubles up in laughter.] Flip-flops quickly! [Verb does so.] Run fast! [Pretends to run.] Jump here! [He does so.]

GIRL: He gives his commands in two words. Tell him to sit on a chair.

ADVERB: I would, if the preposition were here. On the chair. On is the preposition.

[The preposition now pops up in the window, sits lazily on the ledge, eating apple.]

PREPOSITION: Before nouns or pronouns is the preposition's place. In the auditorium. [Gets down from the window.] By the table. [Moves to table.] On the stage. [bows] [Preposition now runs over to the noun and stands before it.]

GIRL: Ain't he cute! [At this all the parts of speech immediately duck low.]

P.M.: [rises and cries]: The villain, old man English Error!

VERB [speaks to girl]: Quickly! Correct your English Error, and he'll leave. [The villain, shrouded in black cape and hood, had been coming menacingly toward the group.]

GIRL [screams]: Isn't he clever! But I don't mean you! [As soon as she has corrected the error, he fades off stage. Verb rises with other parts of speech. They mop brows, etc.]

NOUN: Whee! That was a close call. Now where were you?

P.M.: A little scare and a deep, dark villain adds zest to any story.

PRONOUN: Two are missing from our family. Let's search for the Interjection!

[All go around tapping boxes.]

P.M.: The plot thickens. Two missing characters!

[The group stops at last in front of a large box standing on the table and taps it. From the top of the box appears a tip of a red hat. This is moved by a child either behind or inside the box which could be open at the top.]

INTERJECTION: O! Go away! [Hat disappears.]

ADJECTIVE: Come down here! We're being put in a book. Our part in the story will be ruined without you.

INTERJECTION: Pshaw! That's no reason for coming down!

P.M.: See how our story is progressing. We have a hero, plenty of action, a bit of humor, and now an obstacle to be overcome. We're drawing near the climax.

ADJECTIVE: You ought to see our appreciative audience.

INTERJECTION: Indeed! Still you can't persuade me!

[They all confer together. Various com-

ments are given.] How can we get that lazy fellow down here? Isn't he stubborn? Let's bombard the place.

[All at this point run to the corner and return with toy guns.]

P.M.: Then, of course, the hero steps forward.

NOUN [holds up hand]: Wait! Each human being should do his utmost to bring peace to the world. Let's arbitrate without arms! [All drop guns.]

NOUN [calls through hands]: O Interjection! We're all here but you. Come down. It will be to your advantage. We're having a sort of jolly time.

INTERJECTION [from within]: Hurrah! Is it a party?

GIRL: The hero won! This is the climax!

NOUN: You're the seventh party needed!

INTERJECTION: Alas! My rest has been disturbed. [All are watching top of box where his hat has appeared and he crawls out from under the table.]

INTERJECTION: Hello! The party looks a bit rough! [Picks up toy guns.]

PRONOUN [hastily]: They're nice, in case we begin to enact a wild-west scene in our book.

INTERJECTION: Ah! Rather, let's join together in song.

VERB: We can't all join without old man Conjunction.

NOUN: He joins words together—boys and girls. Rainy or bright weather. Parts of speech sing merrily together!

CONJUNCTION [rolls out from behind screen or hiding place]: Better late than never. I'm here to play, And sing, To join you each, I hope you won't require a speech? [Bows.]

NOUN: Your presence is enough. The party is complete.

BOY: We're drawing to a happy ending.

P.M.: But not before the moral is brought out!

VERB: I'll speak for you! [All gather in circle on the floor.] If boys and girls would know us more thoroughly and where we belong in the sentence, there would be no trouble in learning grammar. We're not—[snaps fingers for the right word, the Adjective supplying it.]

ADJECTIVE: A dull lifeless group! We parts of speech have vitality! [Verb flip-flops.] [The group in the circle wave hands with a prolonged "Hurrah!"] It is we who make up every storybook there is! How could they bring it home without the picturesque Adjective? [Adjective twirls.] The strength of the Noun provides the subject. [He bows.] The Pronoun, and every Noun has one. [The Pronoun struts across the front.] The Preposition who lingers near the Noun. [Preposition bows.] The Interjection who provides the excitement and feeling. [Interjection bows.] The Verb, an active fellow. [Verb puts self on back vigorously.] My right hand man who explains my action. [Adverb bows.] And the important little fellow who joins us in our large family. [Conjunction bows.] In conclusion, use us the right way, and you'll brush away all English errors!

[At this point the entire group sway in their circle on the floor to the tune, "Way Down upon the Swanee River"]:

Brush, brush away all English Errors. Start, start today.

Build up a good vocabulary. Watch, watch, the words you say.

All the world just loves a speaker, Accurate and clear,

So brush away all English Errors, Improve each day of the year.

[At this point the Verb takes out a whistle and blows vigorously. He turns around what has looked like the cover of a book, and in bold letters on the back of same is written "Brushing Up." Four or five girls dance out with whisk brooms and in time to "Yankee Doodle," they brush in between stamps. As, first brush each side of arm, each side of shoe, take off cap and brush same. Stamp twice, twirl, brush again. This can be omitted if desired. They finally step—brush, step—brush, until off stage. As they finish, children who have been sitting on a low bench and resembling large books, rise and turn. Boxes cover them to the waist. Turning, they show a round hole in the box, which has been covered with light wallpaper, and a fantastic false face peeps through. Printed on the box is an English Error, as, "It is him." "I seen her." "You done it." "He don't like it." "It is broke." Any number of errors commonly made can be used. To the tune of "Swanee River" these grotesque figures amble around to the front of the stage, bow slowly, and then take their places in a row. "It is him." steps forward and repeats his error in sepulchral tone. The Pronoun points at him, slowly and distinctly saying, "It is he." Moaning, "It is he. It is he. It is he," the Error droops off stage. Each Error is then

corrected thus by any one of the parts of speech. The Errors disappear.]

P.M.: Now all that we need is for you to admit that the parts of speech are really an interesting group and we have the end of our story.

BOY: You win! I never enjoyed myself as much as I did today, learning English grammar—that hated subject. [Parts of speech in circle: "Hurrah!"] They all join hands and dance around the Patchwork Man singing to the tune of "Pop Goes the Weasel"]:

—1—

All around the Patchwork Man
Who puts us in a story,
We parts of speech make up all books—
We're a great family.

[Boy and girl follow example, dancing around the Patchwork Man]:

Now we know the parts of speech,
Before we never knew you.
We like your life so interesting,
We're pleased to meet you.

—2—

We don't mean to cause you sighs.
In English you need us all the time.

Learn us quickly then good-by—
Pop! Go the errors.

Your great part in storybooks
Only to us right now it occurs.
If we learn your place and forms
Pop! Go the errors!

Teaching the Redemption: A Simple Method

Rev. Timothy J. Champoux, D.C.L.

A simple method of teaching the Redemption Plan consists in presenting two tableaux, side by side, each containing three figures and a tree. The characters in Picture No. 1 are Adam and Eve and the serpent. The tree is the Tree of Knowledge. The story depicted is the fall of our first parents. Adam and Eve have been forbidden by almighty God to eat of the Tree of Knowledge. Eve is intrigued by Satan who comes in the guise of a serpent. She disobeys the command of God. She eats of the Tree of Knowledge. Seeking company in her sinful misery, she inveigles Adam into sharing the forbidden morsel. As a result of their disobedience, they fall from their high estate of grace and are banished from the Garden of Paradise. Their progeny become heirs to their tragic loss. The serpent has won a decided victory over the human race. Such are the elements and theme of the first tableau.

Its pictorial counterpart has likewise three characters and a tree. The Man in tableau No. 2 is the God-man, Jesus Christ. He is the Second Adam. What Adam lost through insubordination, Christ regains through His obedience "unto death even the death of the cross." (Ph. 2:8). St. Paul insists upon these opposing roles of Christ and Adam: "As in Adam we all die, so also in Christ all shall be made alive." (I Cor. 15:22) The woman is Mary, the Second Eve. Eve was instrumental in the fall of Adam. Mary assists Christ in the work of the redemption. The serpent is the same Satan though now he is not victor but vanquished. He is now crushed by the crucified Saviour according to the prophecy, "I shall put enmities between thee and the woman, and thy seed and her seed: she shall crush thy head, and thou shalt lie in wait for her heel." (Gen. 3:15) In this second picture,

the tree is not a natural tree; it is a man-made tree, the cross.

Faithful Cross, O Tree all beauteous,
Tree all peerless and divine.

—Crux Fidelis.

The Tree of Knowledge played a tragic role in the fall of man. The tree of the cross had its glorious counterpart in our redemption. Almighty God placed the "salvation of the human race in the wood of the Cross: that whence death arose, life might spring: and who conquered in the wood might in the wood be vanquished."—Preface of the Holy Cross.

The fall therefore finds its perfect complement in the Redemption. Thus we are able to construct the following parallel:

I: The Fall

Man: Adam who disobeys God
Woman: Eve who tempts Adam to disobey
Tree: The Tree of Knowledge
Serpent: Satan who is victorious over mankind
Result: Sanctifying grace lost to the human race and gates of heaven are closed

II: The Redemption

Man: God-man, Jesus Christ, Second Adam who obeys unto death
Woman: Mary, the Second Eve, who assists Christ in undoing the evil of Adam
Tree: The Cross, a tree made by the sin of man
Serpent: Satan whose head is now crushed by death of Jesus
Result: Sanctifying grace regained for men and the gates of heaven reopened

These two pictures, even roughly sketched, will give children a complete concept of the redemption and one that will remain with them.

A Thanksgiving Hymn to God Our Father

Sister M. Limana, O.P.

Sister M. Charlotte, O.P.

Allegro

Thanks giv-ing Day is here a-gain And mer-ry voices ring, The
We're thank-ful for so many things It's hard to name them all: Our
A heart-ful prayer we of-fer, too, For school and country free; Pre-

harvest ripe is stored a-way And hap-py child-ren sing. We
Catholic par-ents home and friends And oth-ers great and small.
serve our rights and lib-er-ty And keep us true to Thee.

Moderato

thank Thee, Fa-ther dear, For bless-ings now we share; And
grate-ful all are we For Thy de-vot-ed care.

Christmas Eve Long Ago

Sister M. Emmanuel, V.H.M.

TIME: 40 minutes to an hour.

CHARACTERS:

Act I—Kings Gaspar, Melchior, and Balthasar (The Magi)

Act II—Mary, Joseph, Reuben, Bennie, Stevie, the Bethlehem Angel, and several small angels

Act III—Five or more shepherds, the angelic chorus, a dog (optional)

Act IV—All who have appeared in previous Acts, with the addition of the Christ Child (a babe in arms, or a suitable doll) Also one who wears the head of an ass and one who wears the head of a cow.

THE SCENE:

Act I—An oriental interior with an open window space at the rear.

Act II—The exterior of Bethlehem Cave

Act III—The door of the cave concealed, for the Shepherds on the hill.

Act IV—The door of the cave removed, and the Nativity tableau therein.

NOTE: Each of these four scenes may be used separately, or any of them omitted, without destroying their value as numbers on a Christmas Program. The music suggested may be had in popular song collections and in the Catholic Youths Hymn Book, with the exception of the song used in the animated tableau of Act IV.

Act I

[A dark, draped background is looped up to simulate a wide, high window with a low sill, above which the tops of palms show against a night sky. From a point high to the right outside the window a blue spot shines in upon the seated figure of Balthasar, who rests upon a bench covered with a rug, close to the window opening at its left edge. In the middle of the stage, facing him, Gaspar is seated upon a low stool, far enough from the window to be out of the beam of the spot. To his right, a few steps distant stands Melchior. In his hands are several rolls of manuscript. The Magi are draped in richly colored garments and the lights upon the group are crossed amber and green, dimmed down, for it is night.]

BALTHASAR: [points up into the beam of light]: Behold, again, tonight it shines! Unaccountable mystery of the heavens! A lamp of wonder that has suddenly appeared to our confusion and perplexity! With what pure clarity it sparkles there!

GASPAR: Yea, most wise Balthasar. What shall we think? What calculations can we use? Never has it been known in our astronomy that any star should remain, night after night, in undiminished splendor, standing, fixed and immovable, from darkness until dawn.

BALTHASAR: A sight of awe and mystery!

GASPAR: It moves me strangely, as if its glorious shining were a portent of some tremendous joy about to come upon the world!

BALTHASAR: Oh, friends, we all perceive this quality. An eager thrill of gladness beams on us from yonder star. It stirs my soul with the enthusiasm of my youth. I feel the urge to set forth on some great and worthy enterprise. I know not whether—nor why! [He lifts his arms and lets them slowly fall] a baffling problem, this! [He looks toward Melchior.] Lord Melchior, you are silent?

MELCHIOR: Silent, for want of words to say what is in my heart! For look you, here

in the Jewish Scrolls of Prophecy, I find the answer to all our questionings.

GASPAR: Lord Melchior, hail! [he rises] Unfold to us the treasures in your mind!

MELCHIOR [steps forward, and Balthasar stands]: Masters, my friends, here indeed are words of light—though all is not of equal simplicity—all is not to be perceived without longer and more profound study than I have been able to give to the details. But here, in the words of the Prophet Isaiah, not once but many times is repeated the promise of a mighty ruler to be born to Israel, a son of the royal line. The facts stand clear. He shall be mighty in words and in works; he shall rise up and establish his kingdom. He shall rule over the whole, wide world, both Jew and Gentile. Strange and contradictory things are written of him, but of his coming there can be no doubt. He is called the Messiah—the King of kings, and the Lord of lords. Of His kingdom there shall be no end.

BALTHASAR [stepping forward]: The time of His coming? Is it written?

MELCHIOR: In the Book of Daniel, the Prophet, the exact calculations are given for the time of His birth.

GASPAR: And the time—is it at hand?

MELCHIOR [solemnly]: The time is at hand!

BALTHASAR: And his birthplace? Does it name the city?

MELCHIOR: The Prophet Micheas relates that he is to be born in Bethlehem, of Juda, in the City of David. And he is called the Son of David, being of the royal line of the ancient kings.

BALTHASAR: Wonderful! Wonderful!—And we are the heralds chosen to proclaim His coming!—To us His star has appeared, and to us has its message been interpreted! Let us hasten to swear fealty to this Child of Promise! O privilege! O destiny!

GASPAR: Yea, truly does His star of Glory beckon us! [He turns to the star.] Behold, it stands in the direction of Jerusalem, the Beautiful. Let us gather a worthy retinue and royal gifts, that he may know that kings come to bring him homage!

MELCHIOR [thrusts his manuscripts into the bosom of his tunic]: Yea. It is our destiny to welcome him to earth. He who is called the Prince of Peace.—Blessed be His advent!

BALTHASAR [They all step to the window and turn to look up into the light of the star.]: O Star of Wonder, lead thou us on—out of the darkness into the dawn!

GASPAR: Over the mountains—the desert—the sea, lead thou us on—we will follow thee!

MELCHIOR: O light of truth—light of destiny! [They raise their arms high in salute to the star as the curtain falls.]

Curtain

[As the curtain falls, a choral group comes out and sings: "O Star of Wonder"; and before ACT II they sing: "O Little Town of Bethlehem."]

Act II

[The scene is the exterior of Bethlehem Cave, which is set against low, rolling hills. An early evening sky is taking on lovely tones of gold and pink and green. The door to the

cave is wide and of rough boards showing many vertical cracks between them. It opens inward, but not enough to expose a view of the interior. A lining of white material covers the back of the door, in order to diffuse the light that shines within, at the end of this act. At either side of the door are small Christmas trees, and close to the hinged side of the door frame is a boulder upon which Mary is seated. Between the hills and the sky, elevated so as to be just out of view, is a long runway that crosses the rear of the stage. This is the support for the Bethlehem Angel, who comes to stand over the stable. Rose and amber lights on the action.]

JOSEPH [coming out and closing the door]: Well, our poor little ass is safe for the night. There are several oxen in the stalls, and a cow waiting to be milked. If the owner comes while I am gone, you can speak to him. Surely, he will not object to our using an empty stall. [He rests his arm against the door frame over Mary's head.] Are you at all comfortable? What a long, hard day it has been for you! And you have been so sweet—so patient! Alas! what a sorry provider I am! My heart is full of shame!

MARY: Say not so, dear Joseph! No man could have done more. At house after house you made enquiry. The town is crowded with folk, come from near and far for the enrolling. On my account we traveled slowly, and others were here before us. No one is to blame.

JOSEPH: I cannot seem to think what next to do. My last hope is the public inn. And what place is that for the birth of a Son of David? Now it is almost evening, and we have not whereon to lay our heads. And, it is the night of the fulfillment!—Ah Mary!—Mary!

MARY: Be not fearful, O my husband. The God of our Fathers will provide our shelter—the shelter of His Providence [a noise of someone approaching].

JOSEPH [relieved]: Perhaps someone comes who will offer us the hospitality of his roof.

REUBEN [not more than twelve years old, carrying a pitcher]: Good evening, Sir, and my Lady.

JOSEPH: Good evening, my son. Do you come to milk your cow?

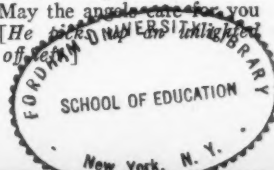
REUBEN: Yes, Master. I am late. There have been many long tasks today. My uncle has come for the enrollment, with his servants and his camels. That is why we use the old cave. We are crowded, and so is every house in Bethlehem. Where will you spend the night, Sir?

JOSEPH: I shall go up to the inn, and ask for some small corner for the night. But it is a noisy, troublous place for a lodging.

REUBEN: Ah, Sir, I am grieved that I cannot invite you to the house of my father. If no other place can be found, the old cave is clean and dry. I have swept it and put in plenty of fresh straw. And, Sir, if you have a gourd or a bottle, I can give you a share of the milk, for there is abundance.

JOSEPH: Thank you, my good lad. My wife will be very glad for a refreshing drink. Come, I will get a gourd for you. [They go into the cave.]

JOSEPH [coming out]: Am I not foolish? See, how sweetly refreshment is provided. Doubtless, everything will turn out for the best. Now, I shall hasten up to the inn. I trust that I shall soon bring you news of a suitable lodging. May the angels care for you till my return. [He picks up a lantern and goes off.]



REUBEN [*coming out carrying the gourdful of milk*]: Here, Lady, is fresh, warm milk. Pray you, drink it, and welcome.

MARY [*taking the gourd*]: Thank you, dear lad. What is your name?

REUBEN: My name is Reuben, Lady. And it pleases me to give you refreshment. You are, truly, the most beautiful lady that ever I did see:

MARY [*sips the milk*]: And you, Reuben, are as fine a lad as ever I did see [*returns the gourd*].

REUBEN [*taking the gourd*]: Now, I must get my pitcher and make haste homeward. There are still many tasks to do before night falls. [*Goes into the cave and comes out with his pitcher*] Good night, Beautiful Lady. May you find good lodging here, for, in truth, there is no room in the inn. I am sorry.

MARY: All will be well. Thank you again, dear Reuben.

REUBEN: I would gladly stay. It is holy here, where you are, sweet Lady. But I must go. [*starting off*] Good night [*exit*].

[*Mary leans her head against the frame of the door and sleeps. The lights dim, slowly. A number of little angels tiptoe in and kneel close to her, holding little flashlight candles. "Silent Night" is softly played by orchestra or organ. As the music dies away the little angels slowly leave, looking back, and holding up their candles. Joseph is heard returning.*]

JOSEPH [*coming in with lighted lantern. Mary awakens*]: It is no use! There is no room. We have no choice but to accept the hospitality of the poor beasts here in the stable!

MARY [*rises*]: Dear, dear Joseph, do not grieve! This is a clean, dry shelter. I am ever so contented to be here where Providence has led us. And so are you, dear husband. [*Enter, two small boys, their arms piled high with hay.*]

BENNIE: Sir, we have brought you some hay for the Lady's bed.

JOSEPH: Who sent you, my children? This is a most welcome service.

BENNIE: Reuben is our brother. He said you would have to spend the night down here in the cave. He told us about the beautiful Lady. He was sorry.

STEVIE: And so are Bennie and I. So we ran and got the hay for you. It is nice and soft — the very nicest we could find.

JOSEPH: What good, kind lads! Surely, we thank you. Come, we will heap it upon a pile of straw. Nothing could be better. [*Joseph goes into the cave, followed by the boys and by Mary. The door is left ajar, with the lantern outside, on the ground.*]

JOSEPH [*coming out, followed by the boys. He picks up the lantern*]: Now, Stephen and Benjamin, my fine lads, you must be on your way before it grows any darker. Thank you both, for carrying all that hay down the rough hill to us.

STEVIE: Oh, that is all right, sir. We wanted to come. We wanted to bring it.

BENNIE: And oh, your Lady is very, very beautiful, sir. We are so glad we came, sir.

JOSEPH: She is indeed, more lovely than words can say. She will remember you.

STEVIE AND BENNIE: Thank you, sir. [*They start off*] Pleasant rest, sir!

JOSEPH: Good night, boys. Be careful not to stumble in the dark.

STEVIE: We won't. We'll watch out [*exit*].

BENNIE [*the last to leave, calling back*]: Good night, sir!
[*Joseph holds the lantern high, for a moment, to light the boys to the path up the*

hill. He then enters the cave, and closes the door. Faint light shows the cracks in the door. The lights on the stage are dim, blue. The Angel of Bethlehem appears over the stable, holding a flashlight that has been pasted over with paper to cover all but a star-shaped opening. From the star to the top of the stable five strands of silver tinsel are made fast and held taut, to look like rays of light. A number of small angels, holding flashlight

candles, come in and kneel in a semicircle before the door, their backs to the audience. "Silent Night" is played by organ or orchestra. As the curtain falls, a choral group comes in front of it and sings the hymn.]

Curtain

(Acts III and IV will be published in the December issue.)

How We Got A Classroom Library

Sister M. St. Mark, S.S.J.

"Why a classroom library?" has been discussed so often and convincingly that there remains nothing of great importance to add. However, I am wondering if as much can be said regarding the more practical angle of that project, namely, "*How the classroom library?*"

I have always been more or less convinced of the tremendous value of having at your disposal, within the four walls of your own shop, the tools pertinent to your particular industry. I speak now of suitable books which would do much to supplement textbooks which, by the way, are quite often not our choice. What a treasure it would be to have a variety of books, let us say a few on religion such as a suitable copy for students of the Life of Christ; some short biographies of saints; a saint's book from which students might become acquainted with their patron saints; some character-building stories; collections of good poetry — not too long but the kind that would give them a liking for and a desire to read verse — and so on, far into the night. But — how?

Well, I'll tell you what we did. I find that the first week or two in September is usually more or less unsatisfactory because students are seldom equipped with the necessary textbooks. I try to bridge over that period by getting about 50 books from the branch library, which has been most accommodating. I usually select books from an approved list which will also form a background for history, English, and the like. When the allotted time has expired, and the books must be returned to the library, there is usually much consternation on the part of some. This is what I heard last fall, "But, Sister, I have not finished my book, and it's so interesting!" "Aw — I wanted to read the book that Jack's reading. He says it's great!"

When this happened in our classroom last September, I realized that right then was the opportune moment. So I said, "Boys and Girls, wouldn't it be nice if we had some books like these to keep always, and read them now and then when we have finished our daily assignment?" A unanimous "Yes, Sister!"

"Well, I think it can be arranged if everybody is willing to try. You know, the only reason that some parochial schools have no libraries is because they can't afford them. You see it would be too much to ask of your parents, for they are the ones who really support the schools financially and their burden is too great now. But how about you? I have noticed that most of you have money for candy and ice cream several times a week — and the show besides. Of course, you are young and a certain amount of sweets and pleasure are good for you, but how many

think they would go without two and a half cents worth of pleasure each week — and do it willingly?"

"That's easy, Sister, but what can a few cents do toward buying books? They're expensive, Sister."

"I realize that, and the only reason it would be worth while is because there are so many of us. Let us see, that would be ten cents a month from 36 students — a total of \$36 for a school year. Then, too, I can get a discount of 20 per cent on all library books."

Needless to say, the idea was sold. Some paid their library dues for the month, some for two months, right then and there. We made a chart containing the names of the students and spaces for ten months after each name. When a boy, for instance, paid a dime, he got a green stamper star in the space for September, and so on. When several paid the ten months in advance, they received ten green stars plus a gold star. A boy and girl were appointed as librarians to do all the work connected.

When I asked for suggestions as to what books to buy, the majority left that up to my choice, for they were not prepared to give much help. So at various times, as the dues were paid, we purchased:

Call My Brother Back, McLaverty; *The Spirit of the Leader*, Heyliger; *Brave Years*, Heyliger; *Twenty One Saints*, Croft; *Christ the Leader*, Russell; *For Greater Things*, Kane; *Heroines of Christ*, Husslein; *Little Pictorial Lives of Saints*, Butler; *Donn Fendler — in Maine*, Egan; *O'Donel of Destiny*, Kiely; *David Copperfield*, Dickens; *His First and Last Appearance*, Finn; *Mother Machree*, Scott; *The Troubadour of God*, Melloy; *Peter, Fink, Paul, Fink, A Life of Our Lord*, Hunt; *St. Gabriel Passionist*, Fr. Camillus; *The Child on His Knees*, Thayer; *Mangled Hands*, Boyton.

By June, we had bought, and paid for, 20 excellent books that were read and enjoyed by everyone. Were we proud of our library? All visitors had to have a personal introduction. And when the School Exhibit was scheduled that week in May, "Our Library" occupied one of the most prominent places in the room. Above it was fastened a very attractive poster made by one of the girls, on which she had painted the 20 books in their actual size and color, and reposing on a shelf similar to the reality. In bold black lettering, she had:

Our Library

Donated by Class of 1940

Yes, that's how we did it, and our only hope is that it will continue to grow.

Stories in Stone

An Introductory Unit in Physical Geography for Upper Grades

Sister M. Bertrand, O.P.

(Concluded from the October issue)

III. Subject Matter (Continued)

It Gives Us Gifts

E. Atmosphere Gathers Around the Earth

1. There was no air in space.
2. Scientists think the earth got its atmosphere in various ways.
 - a) Many gases in the air were probably given off by volcanoes.
 - b) Steam was also given off by volcanoes.
 - c) Meteorites crashing to the earth became so hot that many of them changed to gases.
3. The earth had by that time developed enough gravity to hold the atmosphere.
 - a) Most of the atmosphere is within 20 miles of the earth.
 - b) Thinner layers probably extend as far as, or more than, 200 miles.
4. There were no winds or rains before the atmosphere was formed.
5. There were extreme diurnal ranges of temperature.
6. There were no vapors, no clouds, and no rainbows.
7. The atmosphere brought about the proper conditions for condensing water vapor.
8. All the falling water ran into the lowlands.
 - a) Erosion by water had begun.
9. When the great basins were filled with water they formed the oceans.
10. Dissolving rocks and minerals were carried from place to place by the water.
 - a) Salt was probably the most plentiful mineral.
11. The heat of the sun caused much water to evaporate leaving the minerals.
12. Great inland basins of water gradually evaporated, because of varying rainfall, and left large beds of salt.

F. Erosion of Rocks Built up Soils

1. The sun and the atmosphere worked together to condense water which was a strong factor in building up a seed bed for the coming of plant life.
 - a) The sun heated the atmosphere in some parts of the earth more than in others.
 - b) The warmed air expanded, pushed up, and caused the cold air to be pulled down.
 - c) The movement of atmosphere caused the winds.
 - d) The sun, heating water surfaces, caused evaporation.
 - e) As the warm vapor met cool air it condensed into rain which fell to the earth.
 - f) Water dissolved certain substances from rocks and deposited them in other places.
 - g) Waters wore down softer rocks and made stream beds and river canyons.
 - h) Rivers carried the sand and pebbles to the sea and dropped them where they built up new layers of rock and soil.

The earth is a book in the series of the universe, and the strata are the pages. Each layer tells its story. Each does its part in the scheme of creation. Each gives its gifts to the children of its Ruler.

2. Hot sun during the day, and cool night winds broke out many particles of rock.
3. Gases from the air helped to decay the rocks.
4. Freezing of water in rock cracks broke down solid matter.
5. Winds blew sand and new soil against rocks and helped to break down surface structure.
6. Winds also blew loose rock particles from place to place.
7. Waves on the sea shore wore away rocks.
8. Soils were built up by the combined action of all these forces.
 - a) Rocks and soils are still being broken down and built up by erosion.

G. New Rocks

1. Sedimentary rocks are made by the cementing together of settling decayed and broken rocks on the floors of large bodies of water.
 - a) Sandstone.
 - (1) Formed by sand laid down in layers and sometimes cemented together with lime.
 - (2) Does not wear well as a building material in some climates.
 - (3) Scratches easily.
 - (4) Is usually red, gray, yellow, or brown. It is colored by minerals in water or rock.
 - b) Conglomerate.
 - (1) Formed by the cementing together of pebbles by sand and some lime.
 - c) Shale.
 - (1) Formed from clay.
 - (2) Laid down in layers.
 - d) Limestone.
 - (1) Made of lime from bones, shells, and water.
 - (2) Pressed into layers under water.
 - (3) Used in buildings.
 - (4) Heated and changed to lime or quick lime. It is used for mortar, whitewash, and plaster.
2. Metamorphic rocks are made by heat and pressure on sedimentary rocks.
 - a) Limestone metamorphoses into marble.
 - b) Shale metamorphoses into slate.
 - c) Others metamorphose into schist and mica.
 - d) Sandstone metamorphoses into quartzite.
3. Igneous rocks have been formed by heat.
 - a) Lava or melted rock which cooled rapidly formed volcanic glass or obsidian.
 - b) Lava which cooled slowly formed basalt.

- c) Lava cooled under the surface is usually called diabase.
 - d) Rocks and minerals which have been melted and then cooled under the earth formed crystals, as quartz crystals.
 - e) Granite is a common and igneous rock.
 - (1) Used for monuments and buildings.
 - (2) Very hard, stands up well under any climate.
 - (3) Mined from quarries although it was formed deep within the earth.
4. All rocks are made of minerals in various combinations or of one mineral.
 - a) Granite is made of quartz, mica, and feldspar.
 - (1) Minerals scattered in no pattern.
 - b) Gneiss is made of quartz, mica, and formed in streaks or layers.
 - c) Quartz is the most common mineral.
 - (1) Harder than most minerals. It scratches other rocks and glass.
 - (2) Softer than a diamond.
 - (3) Various colors. Amethysts are purple quartz crystals. Agates are made by quartz dissolving in water, and then forming in layers between other rocks.
 - d) Mica is smooth, shiny, brittle, and transparent.
 - e) There are many other precious stones and metals found in the earth.

H. Fossils are Prints or Remains of Plants and Animals in or Between Rock Layers

1. They help to tell the story of the earth.

I. Petrified Wood is Trees Turned to Stone.

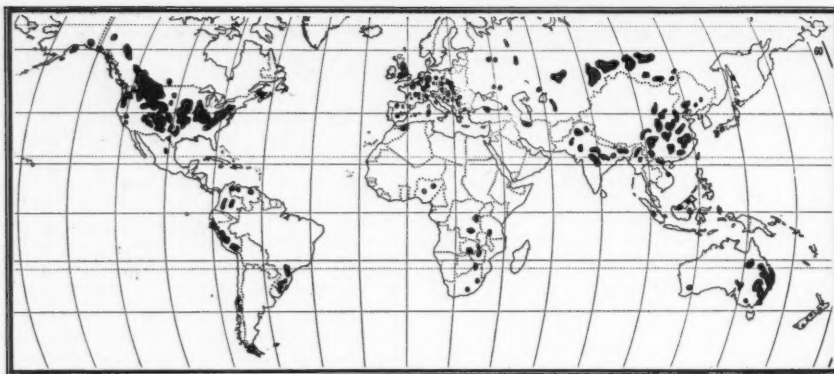
1. Trees lying in a thick layer of muck which keeps out the air do not decay.
2. Water soaks into the trees' cells, washes out the fiber, and replaces it with minerals.

J. Coal

1. The climate during the coal age was hot and moist.
2. The lowlands became vast swamps filled with vegetation.
3. Trees and plants fell and were buried in sediment.
4. Because of pressure and heat the vegetable matter turned to peat.
5. As more pressure and heat were added, the peat turned to coal.
6. There are several types of coal depending upon the heat and pressure added to it.
 - a) Lignite or brown coal.
 - b) Bituminous or soft coal.
 - c) Anthracite or hard coal.

K. Mineral Ores

1. Ore minerals may contain one or more metals.
2. The more common ore metals are: Gold, Silver, Copper, Lead, Zinc, and Iron.
3. Metals are thought to have originated with igneous rocks.
4. Many deposits have been found in igneous rocks and others have apparently been carried into other rock structures.
 - a) They have probably been carried by gases and hot or cold waters.



Approximate Outlines of Coal Fields.

What Are We Doing with the Gifts of the Earth?

L. Because our country has so many vast, rich fuel and mineral deposits, we have grown careless in insuring ourselves of their continuance.

1. There is still much waste in the present methods of mining, and in the care and use of minerals.
2. Scientists are continually making new discoveries whereby many of these valuable products may be used to greater advantage with little or no waste.
3. Much is being done to reclaim desert regions.
4. Nationwide programs for the prevention of soil erosion have been undertaken.
5. The government itself will be powerless in its efforts in behalf of conservation unless every individual consumer sets up a personal thrift program, for himself, as his contribution to the general good.

IV. Suggested Activities

- A. Maps; B. Charts; C. Graphs; D. Collection of: 1. Rocks, 2. Minerals, 3. Soil, 4. Coal, 5. Fossils, 6. Sea Shells, basic material for limestone and marble.
- E. Make booklets showing: 1. The classification of more common rocks; 2. The classification of fossils of sea animals in your state; 3. All written work done in connection with the unit.

F. Scrapbooks of pictures of: 1. Geological forms; 2. Waterfalls; 3. Rivers; 4. Early plant and animal life—fossils; 5. Minerals; 6. Mines throughout the world; 7. Oil wells throughout world.

G. Classifications

H. Exhibits

Mount pictures of: 1. Comets. 2. Meteors. 3. Land forms. 4. Volcanoes. 5. Earthquakes. 6. Water. 7. Rock types. 8. Minerals. 9. Water life (Aquatics).

I. Trips to: 1. Parks. 2. Rock gardens. 3. See well-known collections. 4. Museum. 5. Coal mine. 6. Oil well. 7. Glacial moraine. 8. Alluvial fan. 9. Rock outcroppings. 10. Gravel pit. 11. Sand pit. 12. Young, mature, old river beds.

J. Music

Book: *Blending Voices V.* Songs: "Water Voices," "Rain," "Snowflakes," "Winter. You Must Go," "The Storm," "The Wave," "The Friendly Star," "Moon-talk."

Book: *Tunes and Harmonies VI.* Songs: "Mountain Blizzard," "Northern Sunrise,"

"Snowy Afternoon," "The Changing Moon," "Down to the Sea," "In the Alps," "North Wind," "The Rainbow," "Shine, Glorious Sun," "Hiking."

Book: *Music Ed. Series.* Songs: "Bridging the Andes," "Calm Flowing River," "Music of the River," "Clouds."

K. Posters:

1. Forests during coal age. 2. Forests and swamps during present age. 3. Coal beds of the future. 4. Peat bog. 5. The Black Country of England. 6. Oil Fields. 7. One oil well. 8. Mountain ranges. 9. Volcanoes. 10. Geysers. 11. Paint pots. 12. First sea animals. 13. Planetary system. 14. Open pit iron ore mines. 15. Erosion.

L. Slogans for conservation

M. Visual Education: 1. Film strips; 2. Slides.

V. Possible Approaches

A. Children may be interested in rocks or coal.

B. Pupils may ask about fossils in the school museum or which someone has brought in.

C. Current happenings in the papers about earthquakes, volcanic eruptions or other physiographical events.

D. Coal mines, minerals, or oil wells in the region.

E. Questions of resources among nations which arise as a result of listening to the radio or reading the newspaper.

F. A C.C.C. camp in the neighborhood.

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National Catholic Book Week, November 3-9, 1940

Charles L. Higgins

AS previously announced in the pages of this journal, the Catholic Library Association, through one of its committees, is, this year, promoting a National Catholic Book Week during the week November 3-9. It is well to reiterate at this time that the basic purpose of this movement is to introduce to Catholics the literature of their tradition. It is an attempt to demonstrate the present-day contribution of Catholics to English literature.

This undertaking will be successful if it can bring to the attention of Catholics the fact that they have a literature that ranks very high; it will be successful if it can show to Catholics that they need not read questionable books to be up to date; it will be successful if it can point out that the best in every field of literature is not acceptable to Catholics, in the sense that there is nothing repugnant to Catholicism in such works, but is actually being done by and for Catholics. This is a fact, however sadly overlooked for the moment it may be.

A Reading List for Catholics

The Committee of the Catholic Library Association in charge of this project has not been satisfied to plan and to encourage displays, lecture programs, and elaborate publicity drives. All this is most desirable, but if it were not accompanied by concrete recommendations in the field of reading, it would be entirely valueless. Beyond publicity in all its various forms, the committee realized that the average Catholic in this country should have some guide to his reading which might in some small way be termed authoritative and universal. It was felt from the beginning that the committee should plan to issue a reading list which would be a concrete representation of the Catholic contribution to literature. This list, if it were aimed at the average reader, would prove far more valuable than all the publicity obtainable.

Thus it is with some pride that the committee is able to say that such a "Reading List for Catholics" has actually been compiled and is ready for circulation. It has been done by 14 able men and women under the editorship of Mr. John M. O'Loughlin, librarian at Boston College, and has been aimed at those Catholic men and women who would like to secure a sound, authoritative list of Catholic books which are both instructive and entertaining. A glance at the names of those on the Editorial Board will convince most that the committee has been successful in securing the services of the best people available. They are as follows:

JOHN M. O'LOUGHLIN, Editor, Assistant Librarian, Boston College.
 REV. MICHAEL J. AHERN, S.J., *Science*.
 Head, Dept. of Geology, Weston College, Mass.
 REV. RUDOLPH G. BANDAS, *Religion*.
 Professor, Theology and Catechetics, St. Paul Seminary, Minn.
 HARRY LORIN BINSSE, *Fine Arts and Music*.
 Executive Secretary, Liturgical Arts Society.
 PAUL R. BYRNE, *General Reference*.
 Librarian, University of Notre Dame.
 EDWARD A. FITZPATRICK, *Education*.
 President, Mount Mary College, Milwaukee.
 SISTER JANE FRANCES, O.S.B., *Biography*.
 Educator, Bibliographer: Mt. St. Scholastica College, Kansas.
 SISTER JOAN PATRICIA, *Fiction*.
 Librarian, Regis College, Massachusetts.

MISS MARY KIELY, *Young People's Section*.
 Editorial Secretary, Pro Parvulis Book Club, New York.
 REV. WILLIAM P. O'CONNOR, *Philosophy and Psychology*.
 Past President, American Catholic Philosophical Association.
 REV. ARTHUR J. RILEY, *Church History*.
 Professor, Church History, St. John's Seminary, Brighton, Mass.
 MISS EVA J. ROSS, *Social Sciences*.
 Author, Lecturer, New York, N. Y.
 REV. FRANCIS X. TALBOT, S.J., *Literature*.
 Editor: "America."
 PHILLIPS TEMPLE, *Mission Literature*.
 Librarian, Riggs Memorial Library, Georgetown University.
 EUGENE P. WILLING, *Bibliography*.
 Bibliographer, Editor: *The Catholic Library World*.

The Chairman and the committee are quite willing to rest their case for the Catholic Book Week project this year on the value of this "Reading List." If the bibliography is accepted as worth while, which we have been assured will be the case, the committee will feel justified in expending ever increasing efforts on the mechanical aspects of the project in the years to come. This "Reading List" is and will be the foundation of National Catholic Book Week. It is the only aspect of the entire program which will be a lasting testimonial to our success or to our failure.

Get a Copy

With this thought in mind, the committee would like to urge the Catholic teachers of this country to secure a copy of the list. It will be available during the first week of November in two forms. Each of the diocesan papers of the nation will be given the opportunity to print it in full during Catholic Book Week, so that it may reach every Catholic. A special edition for schools, libraries, and individuals will be printed in pamphlet form by the American Press, 53 Park Place, New York City. There will be a charge of five cents (5c) per separate copy for the pamphlet. In this form it will be more accessible for ready reference. Teachers especially will find this latter form of utmost value.

Organize a Book Week

Those whom this project interests to such an extent that they would like to take part in their own diocesan work, are asked to get in touch with the proper diocesan authority. There is much work to be done. A complete outline of the steps required for the promotion of a Catholic Book Week in each diocese is to be had in the October, 1939, issue of THE CATHOLIC SCHOOL JOURNAL.

Since this is a project to be supervised by the ecclesiastical authorities of each diocese, it is unnecessary to seek permission elsewhere. The Catholic Library Association has taken the lead, but it holds no patent on the idea.

In closing, may I be permitted to emphasize once again the usefulness of this classified and annotated, "Reading List for Catholics" which will appear in November. Those who would care to secure a copy of the list in pamphlet form are asked to write directly to the America Press, 53 Park Place, New York City, rather than to the author, or to the Association.

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BACK

LIGHT BROWN

FRONT

RED OR BLUE

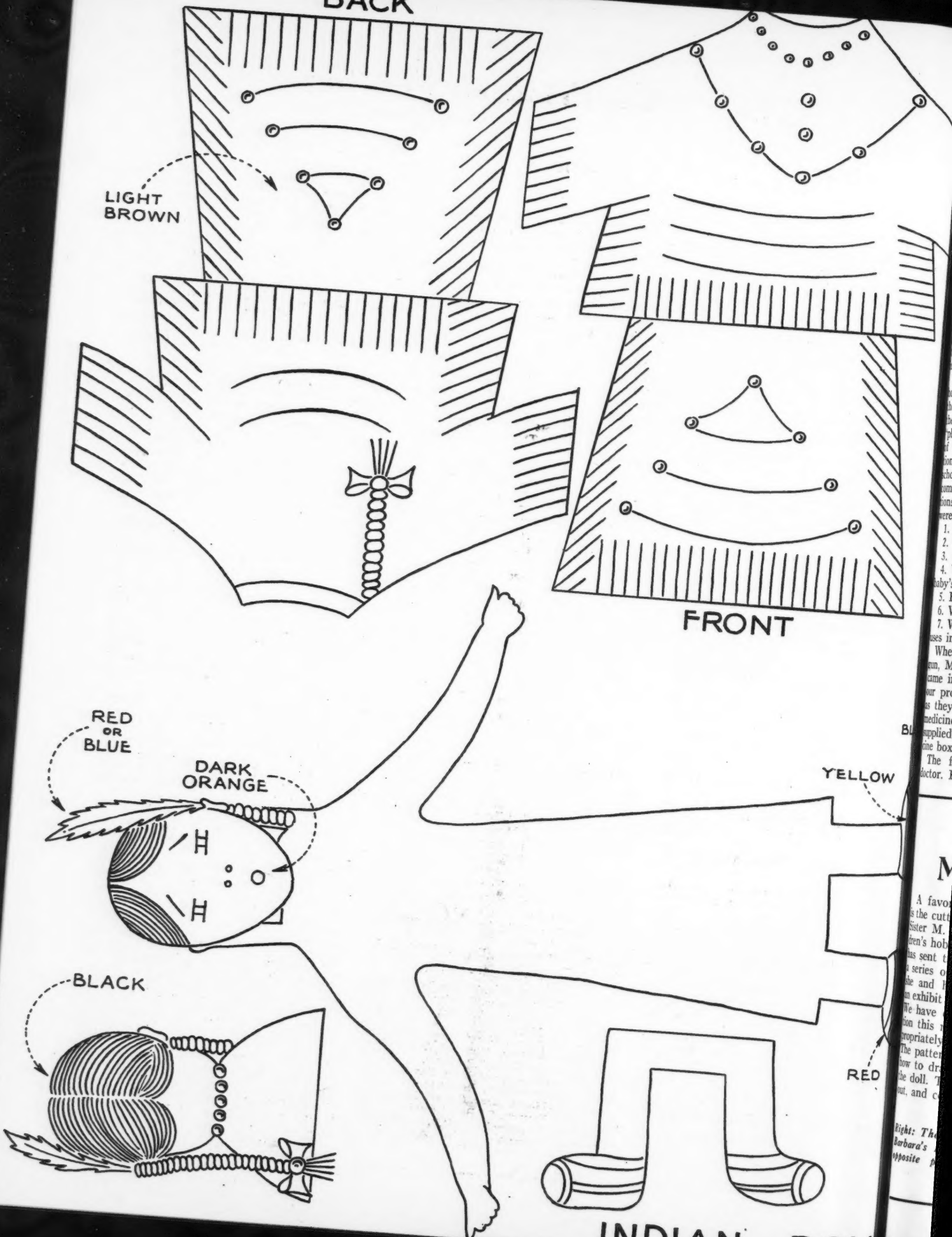
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INDIAN DOLL



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Aids for the Primary Teacher

"The Fives" Play Clinic

Sister M. Marjorie, O.P.

One morning Robert came into the kindergarten all excited about his trip to the hospital where he had seen the emergency room. His little sister had been taken there the previous day with what happily turned out to be a minor injury. Almost everyone in the kindergarten group entered into the conversation to tell of experiences in hospital, in clinic, or in the doctor's office.

The children at once suggested building a hospital, but so many problems arose when they began to work that a conference with the teacher was held. The outcome was to "play clinic" instead of "hospital." Since some of the children had never seen a clinic, questions arose and a committee was sent to the school nurse, Miss Ohlson, requesting her to come to the kindergarten to answer our questions. Some of the questions she answered were:

1. What does a clinic look like?
2. May we visit one?
3. Why is everything white?
4. What questions does the doctor ask the baby's mother?
5. How do babies get sick?
6. What is a germ?
7. What is the thing called that the doctor uses in listening to our hearts?

When work on the clinic had actually begun, Miss Ohlson was so interested that she came into the kindergarten every day to see our progress, and answered other questions as they arose. When the children had the medicine chest built (of builder boards), she supplied it with dressings and sample medicine boxes and bottles.

The father of one of the children is a doctor. He invited us to his office where we

became acquainted with its equipment and instruments. Before we left, we could all say and recognize, stethoscope, reflector, thermometer, and tongue depressor.¹

Architecturally speaking, the clinic was a very simple affair. The children merely marked off one corner of the room, using low screens on two sides. The waiting room adjoined. Some articles of equipment the children made were: a stethoscope (rope and three corks), a reflector (tagboard band, circle for front covered with silver paper), a baby scale (basket on postal scale), a scale "like big girls and boys get weighed on" (made with builder boards), a cabinet for medicine and dressings, a table, a stool for the doctor, and a desk for the nurse. The waiting room was supplied with a rug (crayon design on wrapping paper), magazine table, chairs, benches (two sizes one for mothers and one for small children), and a tapestry of unbleached muslin. We had a pattern of a real nurse cap and cut others from white construction paper. From old sheets we made the doctor's coat, aprons, towels and sheets.

Industrial and fine arts included the making of a movie composed by the class (the story of a baby's visit to a clinic), the painting of a large frieze showing our clinic and waiting room, and the making of a large book, 18 by 24 inches, which contained individual and group stories with painted illustrations, concerning doctor, nurse, and clinic equipment. Each child made a booklet of drawings of stethoscope, reflector, tongue depressor, applicator, dressings, medicines,

¹Notice that the test of teaching a word is not its length or even seeming difficulty of pronunciation. — Editor.

scales, medicine chest, doctor's coat, nurse's cap, and apron. Some children made another booklet in which they pasted magazine pictures of best foods for babies. One group made notebooks for the doctor and nurse, and magazines (wrapping paper) for the waiting room.

As the days passed many learnings were apparent. We had practice in printing to make signs — Clinic, Waiting Room, Nurse, Doctor, and Doctor Is Out, as well as numbers to put on the scale.

The school doctor visited us very often and helped make us more familiar with the instruments. Every child recognized, knew the function of, and could name stethoscope, reflector, thermometer, tongue depressor, etc. One day the doctor let us use his stethoscope to listen to each other's heart beat.

Activities included the formation of committees, visits and discussions with the doctor and nurse, playing in the clinic which meant impersonation of doctor and nurse, mother and child. This play was undoubtedly the most fruitful outcome of the knowledge gained in discussions and observations. A doctor and nurse were selected each day while the other children brought their dolls and waited their turn in the waiting room. At this point we made use of many examples of etiquette.

The children gained much in subject matter as they did in social experiences. A knowledge of civics was gained first of all in the fact that they became more conscious of the interdependence of people — our need of doctors and nurses, and their need of our cooperation in accepting their counsel; second, the children learned to take turns in playing doctor and nurse; third, they saw the need of respect and courtesy between doctor and patient.

Arithmetic included counting patients, clean sheets, chairs, and places in the waiting room, reading numbers on scales, on prescriptions, on the thermometer and time on doctor's "In Card." We measured space for the clinic, height for medicine cabinet, table, etc.; paper for booklets, wallpaper; material for tapestry, aprons, and doctor's coat.

Reading was entirely informal. It included captions for pictures, nurse and doctor for the day, committee names, plans, and lists of instruments.

Science, to which we devote time each week, received its share of recognition. We experimented with a plant, which we deprived of sunshine, air, and water, illustrating the similar needs of children.

Health, of course, was emphasized more than anything else. We saw the need for cleanliness and neatness, the value of sunshine and exercise and nourishing foods. We learned the sources of germs, the danger of them, and how to avoid them.

The development of right attitudes was the most important culmination of the unit. The children exercised voice control while learning to speak softly as befits sickroom conversation and they learned the need of quiet. They acquired a grown-up attitude toward and respect for doctors and nurses with the absence of fear.

The enterprise lasted approximately six weeks. It held the interest of the entire group

Dolls of Many Nations

A favorite indoor pastime for little girls is the cutting out and dressing of paper dolls. Sister M. Barbara, O.P., has given this children's hobby a distinct educational value. She has sent to THE CATHOLIC SCHOOL JOURNAL a series of "Dolls of Many Nations" which she and her pupils designed and made for an exhibit of children's work at the state fair. We have chosen the Indian doll for publication this month since it will fit in very appropriately with a Thanksgiving Day project. The patterns on the opposite page show just how to draw and color the various pieces of the doll. The back of the doll is drawn, cut out, and colored as carefully as the front.



Right: The Indian Doll, the first of Sister M. Barbara's Dolls of Many Nations. Pattern on opposite page shows how to cut out and decorate the doll.

to a surprising degree. It utilized the knowledge of the children at many points yet included much that was new and challenging. It developed desirable attitudes and many worth-while learnings. In retrospect it showed itself to have been by far the most satisfying and valuable activity of our year as "fives."

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Our Kindergarten, Manitowoc Public Schools.

Places to Send for Free Health Material

- Kellogg's, Battle Creek, Mich. Health Charts — one for each child. Menus — "Foods for Boys and Girls."
 Bristol-Meyers Co., 630 Fifth Ave., N. Y. Ed. Dept. Dental Wallchart *Why Do Teeth Ache?* Checkup records for oral hygiene.
 Milk Foundation, 75 E. Wacker Drive, Chicago, Ill. Material supplied is excellent. All schools are probably supplied with the free materials for all grades including Kindergarten.
 Chicago Tuberculosis Institute, Postcards illustrating health habits. Unit on Health (Grades 4 and 5). May be a primary unit is also obtainable. Hitch-Hikers (advanced). Lovely posters — *Health train, Animal Poster*.
 National Dairy Council, 111 Canal St., Chicago, Ill. Catalog of Health Education Materials.
 Lever Bros. Co., Hammond, Ind. Lifebuoy Soap, wash-up charts, and buttons and sample bar of soap for each pupil.
 Dept. of Health, Springfield, Ill. Lovely large posters.

Our Classroom Library

Sister M. Ellen, O.S.F.

We converted an old cloakroom into a very pleasant library. This room adjoining our third grade was blessed with two large windows. Happy indeed we were when we found we could use another room for wraps and do as we pleased with our cloakroom.

Not only the children, but the parents as well, became very enthusiastic over the prospects of a "real" library. Two book cases were made from egg crates and enameled green. One of these was constructed in such a manner as to allow seating space in the center. Old tables and chairs were made new with green enamel. One child brought four steel picnic chairs that folded. These looked very pretty after being refinished. Three lovely little rockers filled the children with delight. We pasted nursery and art pictures on the tables and chairs, and then shellacked them. Dainty green net curtains with little pots of flowers soon graced our windows. Great was our joy when a lovely green and tan congo- leum rug was added to complete the picture. The little girls delighted to bring their "very best dolls" to grace the different corners. Stuffed dogs, rabbits, and teddy bears all found a place. The "fairies" had worked hard and we now had a room in which we could all take pride.

Now that the furnishings were completed, our minds turned to the all-important question of books. The children couldn't bring them fast enough; old and new ones poured in. Our bookshelves were soon filled.

Monitors and librarians were appointed. The latter took care of the file. All books taken out and read by the children were checked on their index cards.

Hanging on the wall was an attractively colored house surrounded by a flower garden. As the children read the books, they were permitted to "buy a share" in this property entitled "Our Book House." That is, for every book read their names were printed either on some portion of the house or garden. The one who had the largest share in the end won the house.

On one of the tables we had a toy typewriter. This proved an excellent device for children who were slow in reading. They made up stories from pictures, read them, and then typed them. These stories were then hung up. Example:

"The girl is drinking milk.

The boy is buttering his bread.

The cow gives us milk.

Butter is made from milk."

The children wrote about the stories they read, and then made booklets. It was inter-

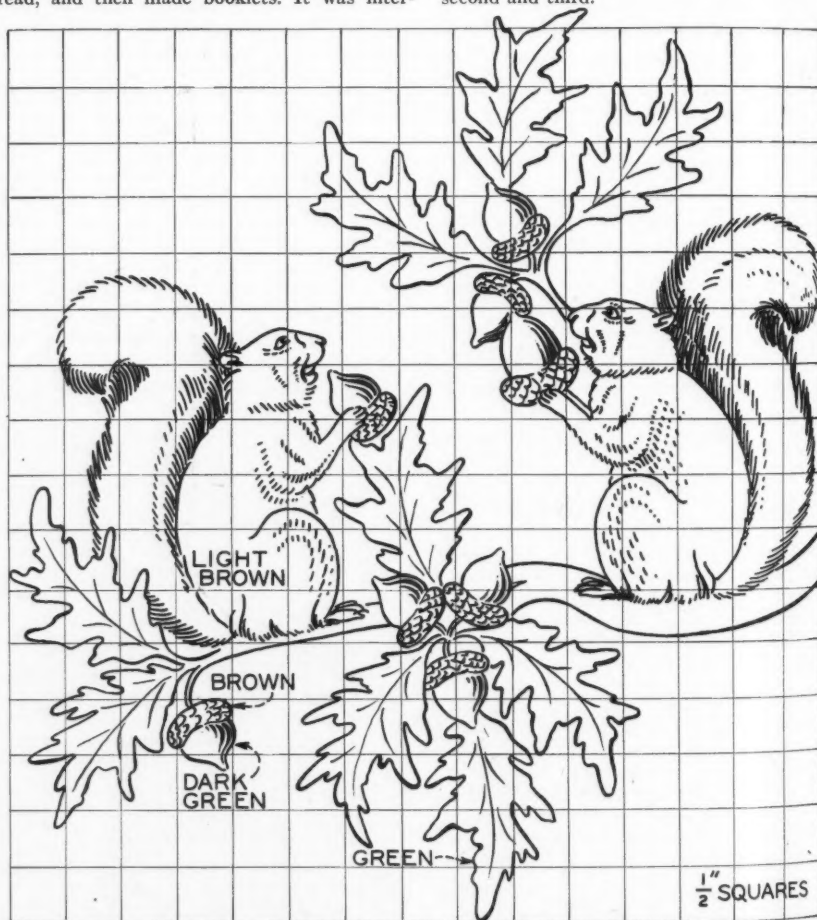
esting to watch their ingenuity in securing pictures to match their stories. They liked the idea of "Book Reports" very much. Here is a sample:

"I read 'Penny Penguin.' The story was about Penny and his parents. It was written by Carolyn Colby. I like 'Penny Penguin' because he wasn't afraid to go into the water and when a big seal tried to get him, Penny got away." — *Billy Freas*.

As this was a merit library conducted, if you please, like the Congressional Library, it solved many a weary problem. Bright pupils were readily taken care of, while slower ones improved steadily in order to get a turn at the books. Silence was a strict rule; they even whispered to their Pastor when he asked questions.

Friday afternoons were devoted to make believe "Radio Programs." Items of interest read in the library were broadcast by the different groups.

The eighth, sixth, and fourth grades conducted libraries similar to ours, each in a different color — orchid, blue, and red. All the other classes have their "Cozy Corner Libraries." Our good Pastor occasionally donates many interesting books suitable for all the grades. The last two were *Angel City* and *Angel Food* by Father Brennan. The children in the eighth grade enjoyed these instructive original stories as much as those in the second and third.



A Squirrel and Acorn Window Decoration. — Sister M. Rita, O.S.F.
 If you wish to draw this twice as large as it is, make 1-inch squares on a sheet 10 by 11 inches. With this simple help, it will be easy to put the lines where they belong.

Conducting Rest Periods

Juliette Frazier

Having had considerable experience in kindergarten and primary work, I believe my method of conducting rest periods may be helpful to other teachers.

Often when we had been engaged in some work which had drawn on the children's surplus energies, without saying a word to my little pupils, I would start to sing some low, sweet lullaby. Instantly work was forgotten, and all the little heads would be nodding in make-believe slumberland.

Then quietly I walked down the aisles, still singing, and gently tapped the heads of about a dozen of the sleepers, who then made their way to the front of the room. Next I blindfolded one who was still in make-believe sleep, my song stopped and the rest woke up, and one at a time those in front would say in clear tones to the one blindfolded, "Good-morning, Betty," and she replied, "Good-morning, Mildred."

It was merely a drill in ear training, but I assure you that it increased the attention of my pupils. They listened carefully to the recitations of the day to learn voices. When a child guessed every speaker correctly, we always clapped our hands as a reward.

Again when the children had been sitting

quietly, pouring over some difficult lesson, and I began to see that listless expression dawning on the little faces, I counted briskly, "One, two, three," and instantly every child was standing erect, facing me. At the command of "Tiptoes" the whole class of little tots were trying their best to stand perfectly straight. Then we played we were Jacks in the Box, and slowly went down to the floor, knees bending beneath us, but still keeping on tiptoes. At the word "Pop" the lid was off. Up in the air we shot and were again a student body.

Sometimes on very sultry days we took five minutes of our time to trip lightly through the hall for a drink of cool water. This opens wide the sleepy little eyes and stretches out cramped limbs.

When work seems utterly impossible, as it surely does on certain days, the children and I went out of doors and took a quiet stroll on the school grounds for a few minutes. "It is such a short time that it is hardly worth while," someone may say, but my experience in handling little tots has proved to me that it is worth while. The touch of the earth beneath the feet, the rays of the sun and the fresh air help to rest the tired mind and relax the tense nerves.

During recess I always made it a point to be outdoors with my pupils, to direct them in their play, and to see that every child got the proper exercise. I found that by joining the children in their games, I came in closer touch

with my pupils in a few recesses than I could in a whole year in the narrow confines of the schoolroom.

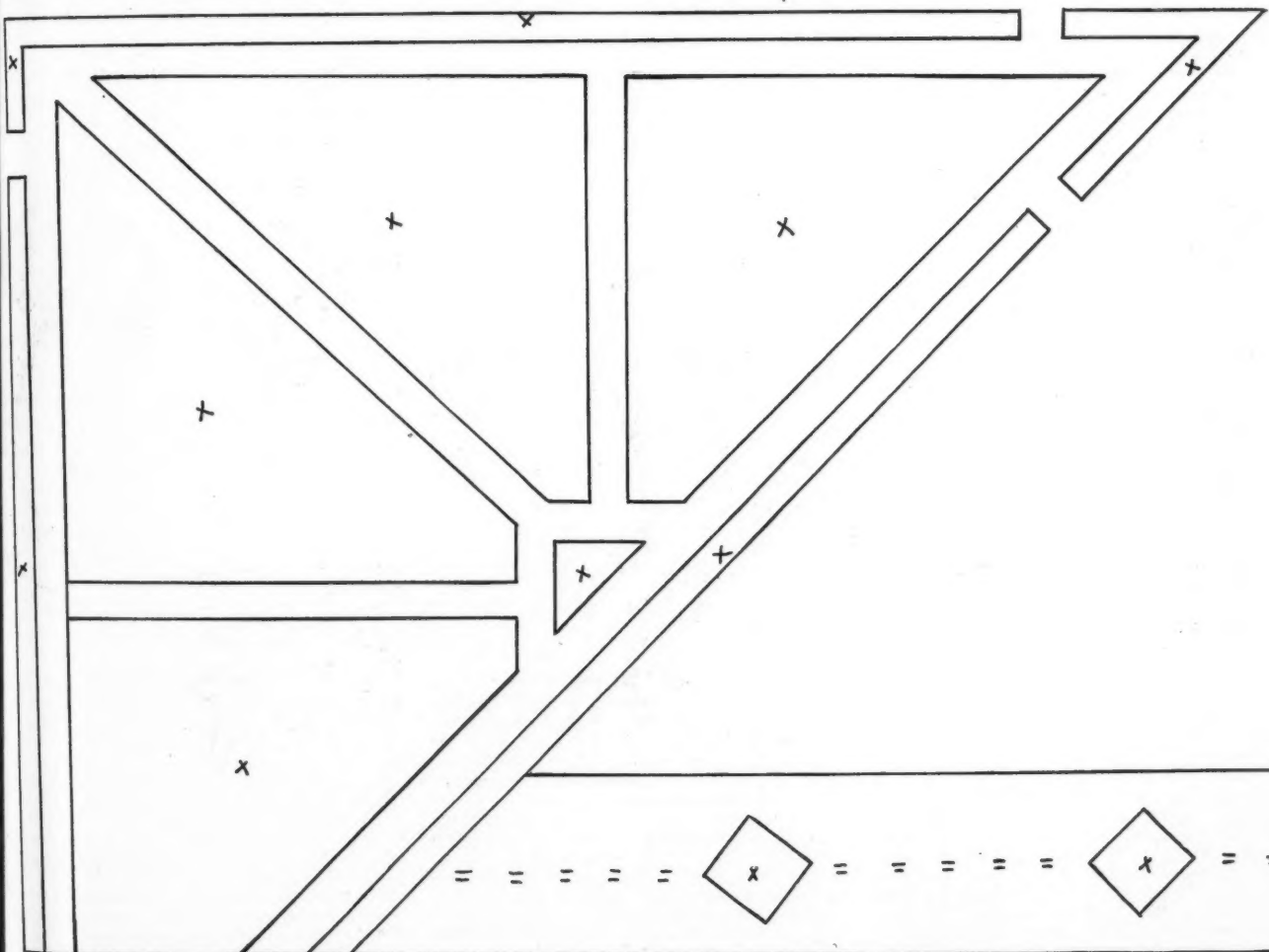
A Group of Blackboard Border Designs

Sister Alphonsus Marie, S.S.J.

EDITOR'S NOTE. Sister Alphonsus has supplied a number of these stencil designs which will be published from time to time. The first one is reproduced on this page.

These designs may be used as blackboard borders or they may be placed on workbook covers. They will also lend themselves to general school exhibit purposes. The aim in submitting these patterns is to assist teachers in obtaining patterns for decorative effects which will not require frequent alteration. On blackboards, the designs and borders may be quite permanent. For special holidays, the motif of the season may be easily combined. The use of color combinations is suggested.

The stencil is made by cutting along the required lines in order to leave spaces open that are indicated by the letter *x* on the drawing. The use of ruler and razor blade facilitates accurate cutting.



A Blackboard Border Design.

— Sister Alphonsus Marie, S.S.J.

New Books of Value to Teachers

The Curriculum of the Common School

By Henry C. Morrison. Cloth, xiii + 681 pp. \$4. The University of Chicago Press, Chicago, Ill. 1940.

According to the author's preface, this is "a development of the argument in instruction and education which first appeared some 15 years ago in my *The Practice of Teaching in the Secondary School*. It is in method a sequel to *Basic Principles in Education*."

We think some further quotation from the preface will be quite useful by way of describing the book. The author says, following the sentence just quoted: "In the latter work the evolutionary principle is the foundation, and it is carried out in the light of fundamental disclosures touching man as part of the order of Nature which have emerged out of the investigations made in sundry scientific fields. . . .

"In the present work . . . it is . . . sought to find a defensible answer to the question, . . . 'What must be the valid Curriculum of the Common School?'" . . .

" . . . following the evolutionary argument, and especially the doctrine of Emergent Evolution, which seems to me to have been implicit in the refutations of utilitarianism found in Herbert Spencer's *Ethics*, it has seemed clear to me that we arrive at positive conclusions as to what the cultural content of General Education must be."

The first two chapters, "Education in the Common School" and "Social Foundations" are largely concerned with the definition of terms, a matter which the author rightly considers essential to any worth-while discussion.

Subjects of the curriculum discussed and outlined are: language, mathematics, graphics, science, religion, morality, art, civics, commerce, industry, and health. These discussions will help to clarify some phases of their subjects; for example (history of literature) "is a by-product and not the essential thing"; (and) "technical structure and characteristics" (are not) "the objective in each unit" (of literature) — Page 285.

Here is another quotation which has an important bearing upon the whole book. Returning to the preface:

"In the many years during which thought has been maturing, I have tried to impose upon myself the obligation of refusing hospitality to any presumptions whatever, or to be influenced by any sort of tradition. So much so that I have gladly gone on as if the final result might be to prove that an entirely new kind of Curriculum is essential or that the General Education of the masses is an impossibility. Now that the work is done, so far from proving anything of the sort, I have come out at a result in terms of courses to be taught which reveals that there is little or nothing contained in the work but has been taught somewhere, in some form, at some time, short of the junior year in college."

Now, that, in addition to its testimony to the author's own honesty and sincerity, is rather good testimony to the value of the work of our predecessors in the arts, particularly that of education. On the other hand, I cannot refrain from wondering why the author has not applied his principle of freedom from presumptions to prevent basing the form of his work and some of its argument on the theory of evolution.

The chapter on religion argues for the teaching of a sort of purely natural reverence or something of that sort, a religion without theology. We must applaud the contention that an unworthy ecclesiastic (a Judas we might add) does not condemn the Church. But we cannot see how there can be "genuine priests of the Most High, whatever be their credal profession." The Most High, the God of Truth cannot be indifferent to the beliefs of His subjects, much less to the beliefs and teachings of His priests. Professor Morrison is one of the many prominent educators

FOOD FOR THOUGHT

Spiritual reading is one of the effective means of keeping informed spiritually. We must keep up the interest in learning. If in this world we find people who are most interesting, the more we know God, the more we find God interesting. It would be mere platitude to state that God is the most interesting Being that exists since He is the Cause of all worth-while interest in life. We cannot rest content in our interest with curricular instruction, periodic sermons, or time of intensified study such as a time of retreat. If learning engenders thought and thought is a vehicle of learning, then learning and thinking should be a daily occupation. In the science of the saints, there is much to be learned and the matter of thinking is inexhaustible. Here we must rid ourselves of the idea that there is a dearth of interesting spiritual books. One informed about spiritual lore will never be at a loss to find an interesting thought-provoking book. If we went no further than the Bible, we could occupy a lifetime, reading and reflecting, and still find food for thought at the end of our days. — *The Religious Bulletin*, The Catholic University of America.

who understands, with George Washington, that religion is necessary for morality. But Washington's religion evidently referred to supernatural, revealed religion, since the merely natural "religion" which Professor Morrison would have taught is just the thing which Washington said is not adequate motivation for the practice of virtue.

The criticism contained in our preceding paragraph indicates that *The Curriculum of the Common School* is a discussion of educational values. Each chapter discusses the history of a subject, shows how particular phases of that subject contribute to the body of essential information, and what they add to general intelligence. In most cases, a definite outline for teaching is suggested. *The Curriculum of the Common School* will be widely studied and quoted by students of the curriculum. The chapters on such subjects as the English language, mathematics, and graphics will help to clarify our thinking on the important contribution of these subjects to general education. — E. W. R.

Prose and Poetry for Appreciation

Catholic edition edited by Julian L. Maline, S.J. and William J. McGucken, S.J. Cloth, xv + 1071 pp., illustrated. \$1.34 (net.) The L. W. Singer Co., Syracuse, N. Y.

Prose and Poetry of America

11th year, \$1.44 (net).

Prose and Poetry of England

12th year, \$1.50 (net).

These are the tenth, eleventh, and twelfth-grade books, respectively, of the new Catholic edition of anthologies for the high school under the general editorship of H. Ward McGraw. The ninth-grade book, *Prose and Poetry for Enjoyment*, was reviewed in the October issue of *THE CATHOLIC SCHOOL JOURNAL*.

Fathers Maline and McGucken have edited these books for Catholic schools by elimination and, especially, by additions. It may surprise even some teachers to see how many selections of genuine literary value by Catholic authors are commonly ignored in collections for schools, while everyone knows about the questionable selections which have been included in such books.

Most of the selections in the *Prose and Poetry* series are modern. Even in the twelfth-grade book

the authors represented are mostly from the Elizabethan period to the present.

The editors' introductions to the various sections of the books give the student the proper background for his reading and the bibliographies for extensive reading guide him in expanding his acquaintance with the various types.

A very good brief history of English literature precedes the twelfth-grade volume. — E. W. R. **Plain English Handbook (New Edition)**

By J. M. & A. K. Walsh. 136 pp. Paper, 24 cents; Cloth, 64 cents. The McCormick-Mathers Publishing Co., Wichita, Kans.

A brief, though complete, handbook of composition and grammar, useful for any student from the seventh grade up. It is remarkably concise and simple, and, at the same time, unusually complete. A book like this, after it has served its purpose in the grades, should be kept at hand by the student for constant reference during his high school course.

New Plain Way English Exercises

Three workbooks for seventh, eighth, and ninth grades. Authors and publisher same as for *Plain English Handbook*. 32 cents each. These are self-correcting exercises, keyed to the paragraph numbers of *Plain English Handbook*. Each unit is preceded by a survey test and followed by a checkup. Original oral and written composition is provided for by suggestions for optional work.

A Pageant on the Rosary

By a Benedictine Sister. Paper, 31 pp., illustrated. 15 cents. Catechetical Guild, 128 E. 10th St., St. Paul, Minn.

In addition to a dramatization of the 15 Mysteries of the Rosary for children of primary and intermediate grades, the booklet contains words and music of a hymn, stage directions, and simple, short meditations on the Rosary.

Progressive Aids to Catholic Education

1940 edition. Paper, 64 pp. 30 cents. Edited and published by H. Earl Eakin, 40 Kings Parkway, Baldwin, N. Y.

An annual devoted each year to a specific subject. The 1940 edition features the teaching of religion.

John Baptist de la Salle

By Rev. Martin Dempsey. Cloth, 271 pp. \$3. The Bruce Publishing Co., Milwaukee, Wis.

The author, a priest of the Mission House in London, gives us in this work the result of his study of St. John Baptist de la Salle from the biographical, historical, and educational viewpoints. In gathering his information, the preface tells us, he was offered every facility both at the central Roman house of the Congregation of the Brothers of the Christian Schools and in other quarters.

The average reader who wants a brief yet accurate bird's-eye view of St. la Salle and the wonderful work of the Christian Brothers will welcome this volume.

Laudemus Deum

Preludes, interludes, postludes for pipe or reed organ. Compiled and arranged by Sister M. Cherubim, O.S.F. Op. 69, Vol. I. Price, \$1.25. McLaughlin and Reilly Co., Boston.

There is a great wealth of pipe organ music for Catholic services, while music for the reed organ is much less plentiful. This collection will, therefore, be welcomed especially by the many organists in smaller parishes who have only a reed organ at their service. The collection contains 71 numbers varying in length from less than one line to twelve lines and in sharps only, an arrangement whose practicability can be questioned because there is scarcely a function when the organist will not need material in both sharps and flats. All the numbers are well seasoned and free from every extravagance, judiciously selected, and the shorter ones will provide beginners with apt material for memorizing. The print is very legible and the price, entirely reasonable. — J. J. P.

(Continued on page 22A)

Catholic Education News

Emphasis on Farm Shop Work

The eighteenth annual convention of the National Catholic Rural Life Conference in its annual convention at St. Cloud, Minn., September 29 to October 2, was not only resplendent in a delightful "Benediction" note, but dared to pioneer once again in suggesting and defining the opportunities of the farm shop as a further challenge to service. While not formally recognized in the resolution, the statement by Father Gorman of Granger, Ia., and the report on the achievement of a distinctly Catholic farm-shop program was one of the most interesting high lights of the convention.

Meeting at St. Cloud, Minn., the convention came under the spell of the Benedictine Fathers at St. John's, Collegeville, and the Benedictine Sisters at St. Joseph. To translate the Benedictine ideal of *Ora et Labora* into practice, an entire afternoon was given to a visit to this institution and a complete view of the activities of each in farming, candlemaking, vestment making, woodworking, etc. Obviously, the educational contribution made both in manual and educational activities came in for a large view both in the convention program and in the review of the accomplishments of these institutions in the great advance of the northwest.

The program on Education was presided over on Tuesday morning by the Reverend James Byrnes, now of Lakeville, Minn., formerly the diocesan superintendent of schools of the Diocese of St. Paul, and the Reverend Joseph H. Ostdiek, diocesan superintendent of schools of the Diocese of Omaha. The formal statement was presented by Sister Helen Angela, C.S.J., of Jamestown, N. Dak., and discussed by Sister M. Theodoretta, S.S.N.D., of Mankato, Minn., and Sister Anne, O.S.B., St. Joseph, Minn.

Again the conference showed its fine judgment by demanding rural education for rural children. The discussion favored the use of public facilities in industrial arts, in agriculture, where the local Catholic community did not have the facilities or could not supply them. As Father Ostdiek put it at the close of the session, "This is the finest discussion of our Catholic educational problems in which I have ever participated."

The formal resolutions of the conference demanded a rural school curriculum to develop a love of rural life. For the high schools a course in rural sociology was demanded with emphasis not on city industrial problems, but on the social and economic problems of

the countryside. Rural high schools were urged by the Conference only at points where they can service several parishes and be financed as regional or central high schools.

While the conference in its entirety covered all the important phases of rural economics and sociology, emphasis was placed on the teaching of Religion in rural life and the part the Church must play in the development, for instance, of the 4-H-Club work in a rural church program. To emphasize the participation, during the field Mass in the morning, the Most Reverend Joseph F. Busch, bishop of St. Cloud, blessed the fruits of the land presented by the girls of the 4-H Clubs. In the afternoon the 4-H-Club boys brought a lamb into the old cathedral and a formal blessing in a solemn service was the feature of the program.

Be it said again for this little group of agrarian pioneers that emphasis on rural edu-

cation and expansion of Catholic education into the countryside is making steady advance. While the burden of the service is growing, the sacrifice in families is growing apace. With a program of larger and more intense service, a growing appreciation by the children themselves is an index of advance. Father Lord's program at St. Cloud, reselling the love of the country and of farm life to the thousands of children, was a feature of the program parallel with the delightful experience of the previous year in Spokane, Wash.

The meeting of the Sisters on Wednesday was presided over by Father Connole, the archdiocesan superintendent of schools. Here again the translating of the life of the Sister into the life of the country and the life of the community into a program of Catholic education was stressed. There were notable statements on teaching Religion to preschool children. The program was closed by Sister Helen Claire, O.S.B., Cold Spring, Minn., with a paper entitled, "I am Happy to be a Rural Teacher."

The Conference will meet October 5, 1941, at Jefferson City, Mo. — *Frank Bruce.*

Catholic Action Goes to School

The Summer School of Catholic Action has just concluded its most successful year, in point of attendance, in its 10 years of history, according to an announcement by Rev. Daniel A. Lord, S.J., national Sodality organizer and dean of the enterprise. The five schools held this summer attracted approximately 7000 registrants, which is by far greater than that of any previous season. Schools were held in St. Louis, Detroit, San Antonio, New York City, and Chicago.

The schools have grown progressively in number, size, and intensity of training since organization in 1931. Sponsored by The Queen's Work, national Central Office of the Sodality of Our Lady, at St. Louis, Mo., the courses, this season, besides the fundamental Sodality organization and leadership classes, included liturgy, motivation, meditation, catechetics, Catholic literature and writing, economics, social justice, political democracy, and other topics.

In an effort to carry on the work initiated at the college sessions, and to build up the whole Sodality program for colleges, this year the Queen's Work has invited college Sodality directors to appoint: one member to the National College Advisory Board, and one to The Queen's Work Committee. The first would handle the monthly program, as presented in the *Semester Outline* by Rev. J. Roger Lyons, S.J., associate national Sodality organizer. The second would look after special college projects to be offered in the year by Rev. Daniel A. Lord, S.J., national Sodality organizer and editor of *The Queen's Work*, Sodality organ. In naming the suggested representatives, the college does not pledge itself to any definite program, the announcement emphasized. It also is hoped to build up unity among Catholic college students, to inspire greater interest in Catholic projects, and to intensify campus leadership.

The college meetings at the S.S.C.A. were wholly discussional, conducted by the students themselves, who handled a variety of subjects from recreation to participation in government and from their spiritual life to

their attitude toward success in their careers.

Attendance at the five schools was divided approximately, as follows: nuns, 36 per cent; priests and seminarians, 11 per cent; lay folk, 53 per cent. About 35 per cent of the lay registrants were women.

Straw votes conducted at the schools held in New York and Chicago favored Willkie, while those conducted in Detroit and San Antonio favored Roosevelt.

Registrants from 20, or more, states attended every school and the Detroit, Chicago, and New York sessions attracted many from Canada. Plans are already under way for next summer's schedule. Cities under consideration are Boston, Buffalo, New York, Philadelphia, Pittsburgh, Baltimore, Detroit, Chicago, St. Paul, New Orleans, Duluth, and St. Louis.

NATIONAL CATHOLIC BOOK WEEK

November 3-9, 1940

The first National Catholic Book Week will be observed from November 3rd to 9th. A committee of the Catholic Library Association for several months has been working out plans for the inauguration of this activity which should help Catholics to become more familiar with and more appreciative of their precious literary heritage.

A committee headed by Charles L. Higgins of the Boston public library has prepared a reading list for Catholics which will be distributed during Catholic Book Week. This list of some 600 titles is for the average Catholic who wants solid but nontechnical reading. The list, compiled from titles submitted by a group of able men and women, is edited by John M. O'Loughlin, librarian at Boston College. The books are classified under 15 titles and carefully annotated; most of them have been published since 1910.

A full account of this project is given in Mr. Higgin's article on Page 315 of this issue of THE CATHOLIC SCHOOL JOURNAL.

Encourage Rural Life

Keenly aware of the value to our national life of a proper balance between city and country, we urge that both these segments of our society, country and city, be given due attention throughout the Catholic school system.

More particularly do we urge that, because of a measure of neglect in the past, special emphasis be placed for the present in our schools upon the place and importance of country life in our national economy, and upon the genuine values of rural life to the individual and the family, to the Church and the State. — Resolutions, N.C.E.A. Convention.

A TRIBUTE TO THE C.Y.O.

The Catholic Youth Organization, ten years old tomorrow, is and has always been a completely, unwaveringly, proudly American youth Organization.

It has helped to shape the lives of hundreds of thousands of boys and young men in the past ten years, and it has shaped them into thoroughly American ways of life.

Many boys drawn in C.Y.O. have been poor.

They have been handicapped by lack of opportunity and education, and sometimes even by lack of nourishing food.

Instead of teaching them to pity themselves and blame the world for their plight, as some of our sloppy or sinister "youth movements" have done, C.Y.O. has taught them how to do something about their situation.

It has helped them to do it.

It has provided education and opportunities for those who lacked them.

To all those, and to countless thousands who needed nothing but spiritual guidance and an outlet for young enthusiasm and energy, C.Y.O. has given its splendid city-wide programs of athletics.

It has combined, in perfect balance, practical help with training in the finest ideals of Christianity and Americanism.

Its success in achieving that unique balance has been due largely to the special combination of qualities in its founder, Bishop Bernard J. Sheil, who is an idealist and a practical man, with an exceptional capacity for organization; an inspired teacher of religion and a profound believer in American democracy and freedom.

Under his great leadership, C.Y.O. has translated Christian sympathy into practical help for the young.

Instead of helplessly fearing for the future of America, it has gone practically to work to insure a good future for America by training thousands of boys and young men into good Americans.

Following that policy, C.Y.O. has become, in ten short years, one of the most powerful influences for good citizenship in Chicago and one of the great forces for Americanism in America.

—Chicago Herald-American.

THE PROGRAM FOR CITIZENSHIP EDUCATION

The progress of the Commission on American Citizenship sponsored by the Catholic University of America is outlined in a recent article in Catholic newspapers by Robert H. Connery, Ph.D., head of the staff of the Commission.

"The aims of the Commission," says Dr. Connery, are: "the broadening and deepening of a genuine democratic American citizenship among the more than 2,000,000 Catholic school children of our country."

"The organization, now virtually completed, numbers several groups. The Commission itself, composed of more than one hundred outstanding Americans under the presidency of the Most Rev. Joseph M. Corrigan, Rector of the Catholic University, holds no meetings as a body; its purpose is to arouse and maintain in the public a lively and sympathetic interest in the attainment of the program's aims. An Executive Committee of three includes the Rt. Rev. Msgr. Francis J. Hass, the Rev. Dr. George Johnson, and Dr. Robert H. Connery, as head of the staff. Ten distinguished scholars and a number of cooperating groups act in advisory capacities.

"The materials already in preparation are, in brief:

"1. A statement of the philosophical principles underlying a sound civic education program. In this same sphere, the Confraternity of Christian Doctrine, through its 20,000 study clubs, will discuss at length the good citizenship drive and means of bringing its influence to bear upon the children of the nation, particularly in the home.

"2. A curriculum for Catholic elementary schools designed to outline the social sciences, with particular stress upon the development of the qualities and the attitude of the good citizen.



Children's Book Week

Good Books—Good Friends is the theme for the programs of Children's Book Week to be observed nationally, November 10-16.

The joys of reading, the pleasure for life found in good books, and the opportunity, through books, to understand our neighbors, are all contained in the theme, Good Books—Good Friends.

Information about Book Week, its history, and its significance, and suggestions for its observance are to be found in the *Manual* which may be obtained upon request from Book Week Headquarters, 62 West 45th St., New York City.

"3. A comprehensive series of textbooks for all grades of the elementary schools, again with emphasis upon good citizenship.

"4. Biographical materials of Catholics prominent in American history, written for high-school students.

"5. A college students' outline series in Elementary Economics, American History, American Government, and Social Problems.

"During the past year, articles and stories have been appearing regularly in *The Catholic Messenger* magazines reaching more than 700,000 elementary-school children. These will be continued, and will be supplemented with accompanying pamphlets, teacher's guides, and discussion material.

"The work of the Commission has been well started; it has ripened in several fields to the stage where it is already showing fruit. Some material has permeated through the Catholic school system; much more will be ready for publication at intervals during the present year."

Education Week, November 10-16

"Education for the Common Defense" is the general theme for American Education Week, November 10-16. Education Week, which is observed nationally, offers schools an exceptionally good opportunity to acquaint the public with their part in defending the American way of life.

The daily topics are: Sunday the 10th, Enriching the Spiritual Life; Monday, Strengthening Civic Loyalties; Tuesday, Financing Public Education; Wednesday, Developing Human Resources; Thursday, Safeguarding Natural Liberties; Friday, Perpetuating Individual Liberties; Saturday, Building Economic Security.

The National Education Association, 1201 Sixteenth St., N.W., Washington, D. C., has prepared a booklet entitled *Education for the Common Defense* which will assist teachers in preparing a program.

To Promote Temperance

Allied Youth, Inc., National Education Building, Washington, D. C., has done a fine piece of

work in promoting temperance and especially total abstinence from liquor among high-school boys and girls.

The work is promoted through Allied Youth Posts one of which may be organized in any school. Active members pledge themselves to abstain from intoxicating drink; associate members are those who are in sympathy with the movement but do not wish at present to take a pledge.

In addition to studying the effects of alcohol, the Posts conduct various amusement and cultural projects. Father Vincent Mooney, of the National Catholic Youth Bureau, a member of the advisory committee of Allied Youth, recently wrote a message to the organization in its monthly magazine *The Allied Youth*.

Requests for addresses to students and inquiries may be made to W. Roy Breg, at Allied Youth, Inc., National Education Bldg., Washington, D. C.

N.C.E.A. to Meet in New Orleans Next Easter Week

The National Catholic Educational Association has accepted the invitation of His Excellency, the Most Reverend Joseph Francis Rummel, Archbishop of New Orleans, to hold the next annual meeting of the Association in New Orleans. The meeting will accordingly be held on Wednesday to Friday, April 16, 17, 18, 1941.

Pontifical Mass will be celebrated on Wednesday morning, April 16 in St. Louis' Cathedral and will be followed by sessions of all departments and sections of the Association in the New Orleans Municipal Auditorium.

Committee meetings will be held in the Roosevelt Hotel, official headquarters, on Tuesday, April 15.

Further details will be announced in bulletins of the Association and future issues of Catholic magazines and newspapers.

Fordham Begins Second Century

With the opening of classes this fall, Fordham University in New York City began the second century of labor in the field of education. From a class of six, which comprised the entire student body of the college one hundred years ago, the various schools of the university now number more than 8000 students. In five generations this first little college in the Archdiocese of New York has grown to be one of the largest Catholic universities in the world. From the original three, the Fordham group of buildings has increased to 20, not to count the Woolworth Building, which houses the Manhattan division of the college and the schools of law, business, education, and social service.

Although Fordham has grown beyond the fondest dreams of its founder and first teachers, keeping pace with the world in which it finds itself, the convictions of the Fordham of 100 years ago and of the Fordham which now steps over the threshold of another century remain unchanged.

National Typewriting Contests

The National Catholic High School Typists Association will sponsor its two annual contests during the school year 1940-41.

The official date for the Every Pupil Contest is March 13, but the contest may be held on any day during the week of March 9-16. The contest will be open to all students in accredited high schools taught by priests or religious.

Membership in the Association requires a fee of \$1.50. Information may be obtained from Rev. Matthew Pekari, St. Joseph's College and Military Academy, Hays, Kans.

Named Superior General

Rev. WILLIAM J. DOHENY, C.S.C., president and superior of Holy Cross College in Washington, D. C., has been appointed assistant superior general of the Congregation of Holy Cross. He succeeds VERY REV. JAMES A. BURNS, C.S.C., who died recently.

(More news on page 14A)

The Fabric of the School

Floors and Their Maintenance*

H. S. Kent

THE school floor is highly important in the education of the children whose good fortune it is to attend the modern school. Appreciation of beauty should be instilled into the minds of the children and care should be taken that the floor in the rooms where we are attempting to teach these children should not be a jarring note, for the floor is the most prominent physical feature in the room. Right now I will warrant that less than 10 per cent of the people in this room are aware of such things as the color and state of cleanliness of the ceiling, but you all know these things about the floor. It is said that 80 per cent of the time of a person's walking moments are spent with eyes focused downward. If the floors are bright and clean, a glow of contentment is unconsciously experienced, but if the floors are drab and unkempt, the unconscious feeling is the direct opposite.

Floors should be a thing of beauty as well as of usefulness. Ornamentation and utility should be combined. A meal served on fine linen and with beautiful silver is far more appetizing than the same food served over a lunch counter. So are high ideals more effectively instilled in the child in an attractive environment.

Many Kinds of Floors

There are a great many points of interest that I could discuss, as the subject is a broad one, but I am going to talk about four points only, relating to school floors and their maintenance. They are: kinds and types of floors, floor cleaning materials, floor finishes, and proper methods of buying maintenance supplies and apparatus.

I am not going to take an undue amount of time telling you about the many different kinds and types of floors, but I will mention a few that could very well be found in a single building, such as: maple in the classrooms, linoleum in the principal's office, cork tile in the library, asphalt tile in the cafe-

teria, slate in the stair wells, end block in the gymnasium, terrazzo in the corridors, vitreous tile in the toilets, cement in the basement—not to mention masonite, rubber tile, and countless others that can be found in many buildings. Any one of these, its manufacture, qualities, proper installation and method of maintenance, could well be a subject for discussion in itself. I will mention only the outstanding features of a few.

In spite of the fact that research engineers for various industries have made an earnest effort to supplant wood floors with products of their own manufacture, wood still remains of major importance among the many types of floors. Maple is the least susceptible to slivering, and because of its intensity, needs the least amount of maintenance. Also it is the most adaptable of the hardwoods for floors.

Linoleum is the second most popular floor surfacing for school floors. It, as you know, consists of ground cork as its base, wood flour, certain resin gums, and linseed oil thoroughly mixed and pressed into burlap. Terrazzo is very often used in schools, especially for corridor floors. Terrazzo is simply marble chips or granules mixed into cement, with the surface ground smooth. The utility value, artistic patterns and designs that can be created are the main reasons for its ever increasing popularity. I mention these three types of floors at this time only to draw your attention to the fact that the most common floors in schoolhouse construction are of a very porous nature and more affected by improper cleaning methods than by wear.

To use a lowly phrase, I am now about to "stick my neck out," because having accepted the invitation this is my opportunity to speak my piece. Of course, it is your privilege to say, as the little boy did when an old lady passing by and hearing his sobs said, "I wouldn't cry like that, little boy," to which he replied, "Cry as you darn please, this is my way." To disagree with me is your privilege.

Get Good Cleaners

I believe that low cost of cleaning materials is greatly overemphasized by too many school

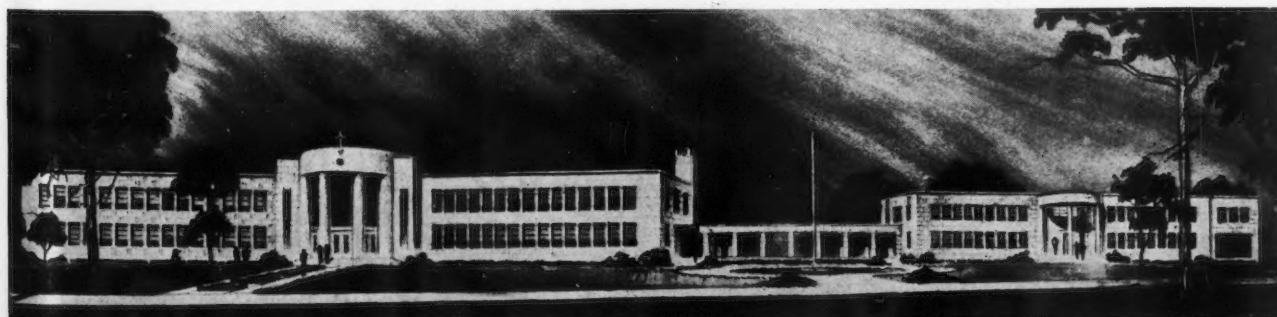
purchasing agents. It is my opinion that cheap, inefficient materials are by far the most expensive investment that those responsible for building maintenance can make; that those people who insist upon buying and using low-cost alkalis and caustics for cleaning school buildings are rapidly creating a large bill of expense in necessary repairs and replacements. I do not believe that it is a wise practice to buy and use a material simply because its price is low, disregarding the aftereffects of its use on the floors.

When I advocate your buying the best possible material, the most economical for maintenance, I do not believe that the purchase price should be considered as an important factor. I do believe that you should buy the material that will do the job at hand with the least amount of labor and in the most satisfactory manner at the best possible price, letting performance and not price be your guide in purchasing materials.

In maintaining the buildings in our school system in their proper state of cleanliness, we find that of every dollar spent for this purpose, 94 cents is for labor to six cents for material. This being the case, it is very evident that by using cheaper materials in order to reduce the cost, the extra labor required in attempting to produce satisfactory results would offset any saving that has been made.

I most certainly do not recommend the use of trisodium phosphate, under its own name, or any of its one hundred and one trade names, as a general-purpose cleaner, any more than I would recommend castor oil as a steady diet for a child. It may be proper to use on special occasions, when drastic measures are necessary, but should not be used as a regular practice. When used regularly it gradually dries the natural oil present in all wood floors, causing them to check and open the pores to moisture and dirt. The longer it is used upon a floor, the more difficult it becomes to clean or even sweep properly. True, a floor mopped or scrubbed with material of this nature looks clean at first, but actually it is bleached or burned a grayish white instead of retaining its natural wood color.

When this harsh cleaner is used, linoleum loses its oil and becomes very porous or spongy. When it is used upon terrazzo, it



St. Thomas College and High School, Houston, Texas.

St. Thomas College, conducted by the Basilian Fathers, will shortly be housed in two new buildings which will provide ample space for the high school and the junior college departments. The buildings are in modernistic style developed in concrete and brick and will cost \$215,000. The structures will include twenty classrooms, science laboratory, assembly hall, etc. Mr. Maurice J. Sullivan, of Houston, designed the buildings and supervised the construction. The Very Rev. A. L. Higgins, C.S.B., is president of the college.

gradually pits the floor, making it more and more difficult to clean. The Department of Commerce Bureau of Standards states, "Injury which may result from the frequent use of such detergents as sodium carbonate, sodium bicarbonate, or trisodium phosphate is mainly a physical effect due to these salts crystallizing in the pores. This action has been demonstrated to be severe enough to cause disintegration of marble when such salts are employed." When properly maintained, very few floors exceed terrazzo in wearing qualities and it is also very economical in maintenance.

It is difficult to recommend a proper cleaner for all floors, but, generally speaking, a neutral, vegetable-oil-base, liquid cleaner is the most satisfactory. By neutral, I mean non-alkaline or noncaustic for the reasons already mentioned; vegetable oil, because both wood and linoleum naturally contain this quality; and liquid, because the cleaner is in solution. Oil soaps are satisfactory if put into solution before putting into the mop pail or scrub tank, but if put in the container in their natural state some of the soap may not go into solution and will either stay in the container or will get upon the floor, which, if not painstakingly rinsed off, will remain there, your floor having already started to become dirty again. Powders are seldom entirely soluble, and, as in the case of your oil soap, a portion will stay on the floor which has started to be dirty, despite all efforts. Regardless of the type of flooring, be it wood, tile, marble, rubber, terrazzo, concrete, or asphalt, the type of cleaner I advocate will do the job and with no deteriorating effect upon the floor.

Regarding Processes

Scrubbing machines have displaced mopping to a large extent in all modern school systems. I do not think it necessary to enlarge upon the whys and wherefores, as this is generally an accepted fact. The proper system is to squeegee any excess water into a pickup pan and simply rinse with a damp mop.

There is a diversity of opinion upon the proper method of sweeping. Some advocate vacuum cleaning, some sweeping with bristle brushes and others use the yarn dust mop lightly sprayed with a dusting oil. In our system the custodians are equipped with both brushes and dust mops, which they may use at their discretion, depending upon the condition of the floor.

Using Seals and Waxes

Now comes the question of seals and waxes. Some school systems use neither and some, either or both. I think that all new wood floors should be sealed with a penetrating seal, that is, one whose base is tung oil, not a top-finish seal, as the top-finish or varnish seal will become worn in spots as all surfaces must, and traffic lanes will result. This gives the floor a very undesirable appearance.

Seals may be applied to old wood floors, but these should be sanded or at least thoroughly scrubbed and steel woolled before this application, as any stain left upon the floor will be there permanently after the sealing. This type of seal is most necessary upon gymnasium floors, for they get hard usage. A small percentage of bakelite may be considered desirable in gymnasium seals, but not enough to form a top finish to any extent as the whole floor is used about evenly and will not become spotted. Seals are very satis-

factory upon terrazzo floors, keeping all moisture from entering the pores. That being the case, all dirt will be on the surface only and easily removed. Seals will also keep concrete floors from dusting.

The wood floors in Europe are said to be the most beautiful in the world for the simple reason that they have been waxed for hundreds of years. Successive treatments of wax have so thoroughly impregnated the wood that they have become saturated with wax. Wax is one of nature's great preservatives. It is a protection against moisture and all the elements, and resists all forms of corrosion. Nature coats her fruit, the leaves of trees, and flowers with a wax to protect them. A floor periodically coated with wax becomes practically indestructible, as friction, instead of wearing a waxed surface, polishes it. We have found that the cost of wax is negligible considering the saving made of the floor. We have found that over a year's time that it takes no longer to scrub, wax, polish, and sweep, than to scrub and sweep, as the sweeping is done more quickly and more easily and the floors stay cleaner when wax is used. As to the cost of the wax, we made a study a few years ago and found that by waxing our floors, we decreased our purchases of chamois 70 per cent, dust cloths 40 per cent, liquid cleaner 30 per cent, sponges 51 per cent, and floor brushes 33 1/3 per cent.

Many things should be kept in mind by the purchaser of floor wax. First, appearance, as a good appearing floor is an asset to any school. Second, durability, any improvement in durability is directly reflected in lower repair, maintenance, and replacement costs. Third, total cost. The cost of material alone is but a small percentage of the total. Other items affecting total cost are the type of cleaning required before applying the wax, the cleaning practice between applications, and the frequency of application. If good wax is purchased it is necessary to apply it to the ordinary school floor but twice a year. Fourth, the degree of protection given. The greater the protection afforded, the lower repair and replacement cost will be. All wood, linoleum, and rubber should be protected by this coating of wax, for if so, it is the wax that is walked upon and not the floor. It is unnecessary to wax terrazzo floors if they are properly sealed.

Whenever I hear of some school system stating that it cannot afford to wax, I think of a man buying a pair of shoes and allowing them to look shabby because he could not buy shoe polish or take time to polish them. He should realize that, considering the purchase price, he could not afford to neglect giving them this protective coating. Incidentally, as you know, shoe polish is wax. All school systems have spent a great many thousands of dollars for floors, and it cannot help but be the wise thing to do to give them this protective finish.

Obtain Good Cleaning Equipment

To maintain floors properly it is not only necessary to purchase the best cleaners and floor finishes, but it is necessary to see that the custodians are supplied with the best hand tools, apparatus which best equips them to do the required work in the least amount of time with a minimum of labor and do the job in a workmanlike manner. It is certainly not reasonable to expect your custodians to do a first-class job with second-rate tools.

You cannot expect your floors to be kept in a sanitary condition if your custodians are supplied with brushes and other tools of poor quality. How school buyers can purchase cheap horsehair or fiber brushes, supply no sweeping compound or dusting oil to their men, yet expect to have satisfactory work done, is beyond comprehension.

It is unnecessary to pay an excessive price for either materials or apparatus if these items are purchased in a businesslike manner, keeping in mind that floor seals, waxes, and cleaners should not be bought by the gallon or by the pound, but by the square yard of floor space they will maintain, or by the time they will last. Apparatus should not be purchased by rigid specifications, but by the years' service the tool will give. I do not believe that it is advisable to make an idol of specifications, placing too much emphasis on porosity, viscosity, coefficient, and the like, or in fact, buying articles merely because of their high-sounding specifications. Specifications should be so written that usable, suitable and desirable purchases can be made in an open market, eliminating only the undesirable items, or if only one company makes the desired article, contract with that company at a mutually agreeable price.

There are various methods of maintaining school floors and these methods are usually indirect relation to the cost of maintenance. A cheap maintenance service will protect the floor to a certain extent, but it costs money, time, and labor properly and adequately to maintain surfaces. Though proper maintenance may cost more initially, it is cheaper in the long run.

All of these facts may be reduced to one thought which is, that if you will use the same care in selecting apparatus, seals, waxes, and cleaners as you do in selecting your floors, your maintenance problems will decrease and the life and beauty of your floors be increased.

HAND FIRE EXTINGUISHERS Their Selection, Installation, Maintenance and Use

A slight accident or a moment's carelessness may start a small fire at any time where there are materials that will burn. A small fire can easily be put out if the proper means are at hand, but if it is allowed to spread, it may destroy life and a great deal of valuable property. Therefore, every building where a serious fire can happen should be protected with some means of extinguishing small fires quickly. Hand fire extinguishers are designed especially for this purpose. With an extinguisher of the right kind, a fire can be fought effectively from a safe distance, but if a less suitable weapon is used, it may not only fail to put out the fire but may bring the user dangerously close to the flames. Many lives and immense property values are saved every year by the prompt use of hand extinguishers.

Reliable Extinguishers

Hand fire extinguishers bearing labels reading "Underwriters' Laboratories' Inspected" and the letters "F.M." in a diamond-shaped design have been tested by recognized fire-protection authorities and conform to accepted standards, including those of the U. S. Government. Extinguishers so marked are known to be reliable. There are several different types of hand fire extinguishers, each of which is suitable for certain special purposes. To

(Concluded on page 20A)



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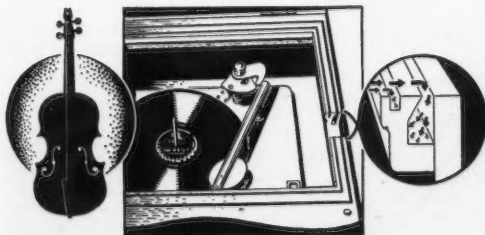
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Catholic Education News

Significant Bits of News

¶ During the summer, the School Sisters of Notre Dame observed silver, golden, and diamond jubilees at their motherhouse in Milwaukee, Wis. In the American province, there were 22 diamond, 44 golden, and 123 silver jubilarians of the Order. ¶ Parochial schools throughout the United States are among 28,000 nonprofit institutions in which more than 300,000 secondary school students are enabled to enroll as a result of part-time jobs provided by the N.Y.A. ¶ Fifty Sisters of Charity of the Blessed Virgin Mary attended a course in Gregorian chant at Mundelein College, Chicago, this summer, in preparation for National Catholic Liturgical week, October 21-25. ¶ The new expanded airport at Lewis School of Aeronautics, Lockport, Ill., was formally dedicated by Archbishop Samuel A. Stritch. ¶ The Society of Jesus has 26,309 mem-

bers in 1531 houses, divided into 50 provinces and vice-provinces throughout the world, in this the fourth century of the canonical approbation of the Society. ¶ The Claretians' major seminary, Compton, Calif., has been granted the right by the State of California to award academic degrees in addition to the regular theological degrees. ¶ A ten-day Ursuline Educational Convention was held in New Rochelle, N. Y., in August, at which 230 representatives of the schools and colleges of the five provinces of the Ursulines of the Roman Union in the U. S. attended. ¶ Rev. Joseph M. Sherer, O.P., Providence College, Providence, R. I., has invented a new indicator which by means of remote control, illuminates the criticisms of the students in his public speaking classes to point out defects to the class without interrupting the flow of the prepared talk. ¶ The Archdiocese of Detroit operates a placement bureau, under the

guidance of Mr. George H. Glennon. Since July of this year, 400 graduates have been interviewed, and about 100 of these have been placed in positions. ¶ American Education Week will be observed November 10 to 16. The Department of Education of the N.C.W.C. will issue its American Education Week program for Catholic schools prior to that time. ¶ A Florida branch of the Institutum Divi Thomae has been made possible by the donation of the Oasis Club, valued at more than \$100,000, by Col. Edward R. Bradley, noted Kentucky horseman. ¶ To prepare ever better teachers for the Catholic schools of the Archdiocese of Milwaukee, 1013 Sisters are enrolled as students in colleges conducted by the five Orders of which they are members. ¶ At the eighth triennial convention of the International Federation of Notre Dame de Namur Alumnae held in Washington, D. C., Mrs. James F. Hartnett, of Washington, was elected president of the federation. The alumnae voted a fund of \$1000 for the purpose of aiding the Sisters of Notre Dame at their motherhouse in Namur, Belgium. ¶ The Sisters of Mercy of the Union have moved their provincial house in Chicago from 4928 Cottage Grove Ave., to 620 Belmont Ave., the site of John B. Murphy Hospital, which is now closed. ¶ The Chicago Catholic Science Teachers Association, which met at St. Scholastica Academy on September 7, decided to hold its next meeting on December 28 at St. Gregory's High School, Chicago. Officers for the coming year will be Rev. Hilary Jurica, O.S.B., president; and Sister Cyprian Johnson, R.S.M., secretary. ¶ The Sisters of St. Francis of Mary Immaculate celebrated the diamond jubilee of the establishment of their Order in August. There were more than 650 Sisters from all parts of the country in attendance. ¶ This year the Sulpicians are celebrating the one hundredth anniversary of the signing of an agreement with the second bishop of Montreal whereby they were given exclusive right to educate the diocesan clergy. Since then, 7529 students of the Grand Seminary of Montreal have been ordained priests. The story of this institution's site is linked with the early days of Canada. ¶ The Sisters of Providence of St. Mary-of-the-Woods climaxed their centenary observation with a celebration at their Indiana Motherhouse on October 22. At 10 a.m. a pontifical Mass was celebrated. Luncheon was served to the guests at noon. At 3:30 a sacred cantata "Queen of Heaven" was presented, and in the evening the program closed with a centenary pageant "The White Cross of Gladness." ¶ The Sisters of Notre Dame de Namur in Cincinnati celebrated the completion of a century of service in the field of Catholic education in the Archdiocese of Cincinnati and elsewhere in the United States. Hundreds of school children from the private and parochial schools conducted by the order in Greater Cincinnati sang at the Gregorian Mass of thanksgiving. ¶ The one hundred twenty-fifth anniversary of the birth of St. John Bosco, patron saint of the youth of the world and founder of the Salesian Society, was commemorated by members of the Don Bosco Catholic Club of New York City, who attended a solemn Mass in St. Patrick's Old Cathedral on August 18.

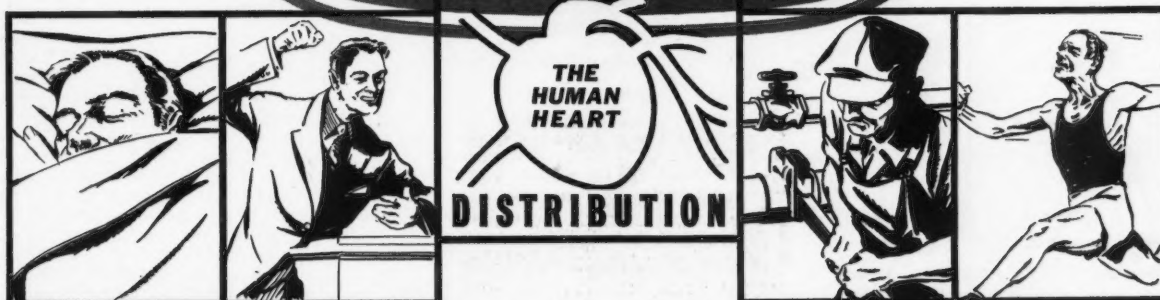
Public Educational Relations

¶ The Commissioner of Education at Albany, N. Y., has ordered transportation for school children living in Eastport, Suffolk County, and who attend St. John's School, Center Moriches, N. Y. ¶ Catholic high school pupils in Pittsburgh, Pa., are dismissed from classes for religious instruction for an hour each week. For satisfactory attendance at two weekly instruction classes of one hour each and attendance at Sunday Mass, one half of one credit per year will be allowed. The second hour's instruction must be taken outside of regular school hours, on a day and at a time selected by the pastor. ¶ New classes in religious instruction have been incorporated in school schedules for which the board of education in Pittsburgh, Pa., will give regular credits.

(Continued on page 16A)

COMFORT CONDITIONING by DUNHAM

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(Continued from page 14A)

¶ Needy children in parochial and private schools in Baton Rouge, La., are eligible to participate in the state free school lunch program on the same basis as public school pupils, according to the opinion handed down by W. D. Goff, first assistant attorney general, to John E. Coxe, state superintendent of education. ¶ No section of the state or federal constitutions is violated by the section of the 1940 free-school-book law, of Jackson, Miss., which provides that state-purchased textbooks shall be provided to children in private and denominational schools, as well as to children in the public schools, according to Judge V. J. Stricker.

¶ John J. Bennett, Jr., attorney-general of the State of New York, advised the legislature that amendment of the New York State Constitution to permit furnishing of free secular textbooks to children attending "any school or institution of learning, subject to the supervision of the department of education and chartered by the state board of regents," will not affect any other provisions of the Constitution.

Public Salary to Religious Legal

In Vincennes, Ind., three parochial schools were obliged, for lack of funds, to close, in 1933. The public school trustees, since they did not have room in existing public buildings for some 800 additional pupils, accepted the use of the parochial buildings without rent, and hired Sisters and Brothers to teach in these buildings. These employees were all licensed teachers; they taught the regular public school curriculum; they were supervised by the public school superintendent; and they did not teach religion during school hours.

Certain citizens objected that the procedure just described was in violation of the constitution and sued the school trustees to recover the amounts paid in salary to the Catholic teachers on the grounds that it was really a subsidy to the Catholic schools.

The Supreme Court of the State of Indiana has just rendered a decision upholding the action of the school trustees as entirely legal. These schools, the court pointed out, were public schools complying with all the regulations regarding public schools. The fact that the teachers were members of religious orders and wore the dress of their orders, and that the building belonged to the parishes had no bearing upon the case.

Grade and High Schools

¶ Sister Mary Genevieve is now Principal of Ladywood, Indianapolis, Ind., succeeding Sister Mary Corona, who has been transferred to Providence High School, Chicago. ¶ Marylake Farm School, Toronto, Ont., Canada, is operated in an unusual way by the Basilian Fathers. Under Catholic and rural conditions the boys get their high school course by paying \$150 for board and tuition and helping with the farm work. ¶ St. Constance Parish, Chicago, Ill., which has enjoyed a parochial school and a two-year commercial school for a number of years, now has a fully accredited four-year high school for boys and girls. ¶ Both St. Michael's and St. Peter's High Schools in Cleveland, Ohio this year are offering four-year courses for the first time. ¶ Benedictine High School in Cleveland, Ohio, is the first Catholic technical high school in that part of the country and one of the very few in the entire United States. It will operate as a full-scale technical school. In addition to offering the technical courses, Benedictine will continue as a regular academic high school. ¶ A new high school for girls has been opened in Detroit, Mich., by the Dominican Sisters of Adrian. It is to be known as Dominican High School. Complete courses in academic subjects, commercial studies, and domestic science are offered. Sister Mary Edmund, O.P., is the principal. ¶ A program of audio-visual education designed by Dr. Paul B. DeVille for the schools of the Archdiocese of Los Angeles has been approved

by Rev. Patrick J. Dignan, superintendent. The program is experimental and optional with pastors and school directors at present, and 450 series of slides and 150 sound films have been prepared by the organization of Catholic Culture on the Catholic Screen. ¶ Campion, the Jesuit high school in Prairie Du Chien, Wis., celebrated its diamond jubilee and the 400th anniversary of the Society of Jesus in September. ¶ St. Agnes Institute, Rochester, N. Y., has this year introduced first- and second-year high school courses, in addition to its grammar-school courses, music, art, dancing, and French.

What the Colleges Are Doing

¶ Four students of the College of St. Teresa, Winona, Minn., are among the St. Mary's College (Winona) government quota of 45 for the Civil Aeronautics course offered this summer. The girls are already preparing to solo. ¶ Duquesne University, Pittsburgh, announces that by fall, 1941, its curriculum will be in operation under a plan whereby the first two years will be classified as a Junior College and the last two as a Senior College. ¶ The Ateneo de Manila, Manila, P. I., is the third largest educational institution administered by the Jesuit Fathers of the Maryland-New York Province. The total registration for the 1940-41 term is 2094 students. ¶ St. Anne's College, Church Point, N. S., Canada, conducted by the Eudist Fathers, marked its golden jubilee with a three-day celebration in August. ¶ Manhattan College, New York City, has introduced a credit course in the methods of teaching religion. The course is open to all students and was particularly arranged for those students actively engaged in voluntary catechetical work among the underprivileged children of New York City. ¶ St. John's University, Brooklyn, N. Y., has introduced new courses for graduate nurses. Pre-nursing courses for girls who contemplate careers

(Continued on page 18A)

ST. CATHERINE'S CHURCH
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(Continued from page 16A)

as nurses but who must wait a year or more to begin the course are also provided at the university. ☐ St. Bonaventure College, St. Bonaventure, N. Y., sent its band of 40 students to play at the New York World's Fair on September 29. The band is directed by Norman J. Kelley, a former member of the Columbia Opera Co. ☐ The Catholic University of America has added three new courses on vocational guidance in its Department of Education. A course in the political and cultural history of Brazil has also been organized. A course on the Portuguese language and literature is also offered. ☐ A collection of 15,000 volumes is being cataloged and prepared by the library staff of the Catholic University of America for addition to the already extensive library of 300,000 volumes now in use. ☐ Marquette University in Milwaukee has been notified that immediate establishment of a Naval R.O.T.C. unit be established there. ☐ Assumption College, Sandwich, Ont., Canada, recently observed the seventieth anniversary of its founding. The college is directed by the Basilian Fathers. ☐ Duquesne University, Pittsburgh, Pa., announces that by the fall term of 1941 the university curriculum will be in full operation under a new plan whereby the first two years will be classified as a Junior College and the last two years as a Senior College. The purpose of the Junior College is to provide vocational and special training for those students seeking early earning and who, therefore, do not intend to pursue the regular four-year college course. ☐ The Catholic University of America recently sent two of its faculty on a tour of the South American republics. These visitors, Rev. Dr. Edwin Ryan, secretary of the Institute of Ibero-American Studies of the University, and Dr. Martin R. P. McGuire, dean of the graduate school of arts and sciences, have returned. Their purpose was to arrange for receiving students from South America and establish a regular interchange of Catholic books, magazines, and other publications.

Personal News Items

☐ SISTER FRANCIS MARIE, professor of education at Webster College in Webster Groves, Mo., has been named superior of the community and regent of Loretto Heights College, Loretto P.O., Denver, Colo. She succeeds MOTHER ANN FRANCIS, who has been named regent of Webster College. ☐ VERY REV. DANIEL J. McHUGH, C.M., treasurer of De Paul University in Chicago, Ill., for 30 years, has been named superior and rector of the new house of studies of the western province of the Vincentian Fathers in Washington, D. C. ☐ BROTHER AZARIAS, F.S.C., formerly in the educational department at La Salle College, Philadelphia, Pa., has been transferred to the West Catholic Boys High School, Philadelphia, where he is now principal. ☐ SISTER THERESA GERTRUDE, O.S.B., Brooklyn, N. Y., noted educator, recently made a survey for the purpose of organizing a program of vocational guidance for St. Vincent's School in Vincennes, Ind. ☐ REV. DR. JAMES DONOVAN has been named president of the College of Great Falls, in Great Falls, Mont. ☐ REV. CELESTIN J. STEINER, S.J., was installed as the twenty-eighth president of Xavier University, Cincinnati, Ohio, succeeding VERY REV. DENNIS F. BURNS, S.J. ☐ REV. PAUL F. TANNER, secretary of Catholic Action in the Archdiocese of Milwaukee, has been named assistant director of the Catholic Youth Bureau of N.C.W.C. at Washington, D. C. ☐ VERY REV. JOSEPH A. HICKEY, member of the Roman Curia of the Augustinian order, assistant general of the order, and consultant of the Congregation of the Sacraments, is making a survey of the Augustinian houses in the west, preparatory to the establishment of a new province of the order. ☐ REV. DR. GERALD B. PHELAN, Ph.D., president of the Institute of Medieval Studies, Toronto, Ont., Canada, delivered a series of lectures at the Harvard summer school. ☐ REV. JOHN B. CREEDEN, S.J., former president of Georgetown University, and first regent of Boston College law school, celebrated his golden jubilee as a Jesuit. ☐ REV. HENRY J. DELAAR, S.J., observed his

golden jubilee in the priesthood. Father DeLaar has been identified with St. Louis University longer than any other faculty member in the 122-year history of the school. ☐ MOTHER JOSEPHINE of the Sacred Heart, Provincial Superior of the Sisters of St. Joseph, West Hartford, Conn., died on September 3. She was 81. ☐ REV. ALEXANDER M. PELTIER, S.S., widely known seminary professor on the Pacific Coast, died in August, at the age of 73. ☐ REV. EDWARD T. O'GARA, S.J., Winnipeg, Man., Canada, observed his 50th year as a member of the Society of Jesus. ☐ MOTHER MARY URSULA, of the Sisters of Mercy, Brooklyn, N. Y., died on August 17. This summer Mother Mary Ursula celebrated the golden jubilee of her profession. For 40 years she held important positions in the Community. ☐ SISTER M. ANGELA has been appointed Dean of Ursuline College in Louisville, Ky., succeeding SISTER M. DOMINICA, who will devote her time to developing the science department. ☐ REVEREND MOTHER VERECUNDA, assistant general of the Congregation of the Grey Nuns of the Sacred Heart, Oaklane, Philadelphia, Pa., died on August 15. She was the last of the three foundresses of the Order. At one time, Mother Verecunda served as Mother General. ☐ REV. DR. JAMES DONOVAN, teacher of sociology at the College of Great Falls, Great Falls, Mont., has been appointed president, succeeding Rev. J. A. ROONEY. ☐ REV. MOTHER JOSEPHINE of the Sacred Heart, provincial of the Sisters of St. Joseph, Hartford, Conn., died on September 5. ☐ MOTHER MARY RAPHAEL, former superior general of the Sisters of Providence and president of St. Mary of the Woods College, died September 9 after a protracted illness. ☐ REV. DR. PAUL A. McNALLY, S.J., noted Jesuit scientist and director of the Georgetown University Astronomical Observatory, has gone to an inland section of Brazil to observe a sun eclipse. The expedition is under the auspices of the National Geographic Society and the United States Bureau of Standards. This was Father McNally's fourth expedition of this kind in recent

(Continued on page 19A)

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(Continued from page 18A)

years — expeditions that already have taken him nearly 40,000 miles to out-of-the-way places. **REV. GEORGE NUNAN, S.J.**, has been named rector of the Jesuit Seminary of Philosophy in Toronto, succeeding **REV. JOSEPH KEATING, S.J.** **REV. KELVIN NOWLAN, S.J.**, professor of mathematics at Spring Hill College, Mobile, Ala., recently celebrated his fiftieth anniversary as a member of the Jesuit Order. **Three members of the Jesuit community celebrated their golden jubilee as priests. They are REV. JOHN J. WYNNE, S.J.; REV. WM. F. CLARK, S.J.; and REV. PATRICK H. CASEY, S.J., ordained together by the late Cardinal Gibbons. BRO. CELESTINE has been appointed new director of the juniorate, high school training department of the Brothers of the Christian Schools, Mont La Salle, Napa, Calif. REV. EDWARD C. PHILLIPS, S.J., has been named dean of the graduate school of Georgetown University, Washington, D. C. He succeeds REV. WILFRED PARSONS, S.J., who has joined the faculty of the Catholic University of America. VERY REV. JAMES H. PETTY, S.S.E., has been appointed to succeed VERY REV. LEON E. GOSSELIN, S.S.E., as the seventh president of St. Michael's College, Winooski, Vt. REV. EDWIN M. LEIM-KUHLER, S.M., has been appointed president of Trinity College, Sioux City, Iowa. He succeeds VERY REV. JOSEPH V. TRUNK, S.M., who died recently. REV. GILBERT J. GARRAGHAN, S.J., recently observed the fiftieth anniversary of his entry into the Society of Jesus. Father Garraghan is a recognized authority on the history of the Catholic Church in the west. REV. WILLIAM H. J. MILLAY, O.PRAEM., 69, teacher at Southeast Catholic High School, Philadelphia, Pa., died in Philadelphia. Father Millay was rector of St. Norbert College, DePere, Wis., from 1913 to 1927. REV. FRANCIS J. BOLAND, C.S.C., has been appointed head of the college of arts and letters of the University of Notre Dame. PROFESSOR HENRY B. FRONING has been appointed**

dean of the college of science. Father Boland succeeds **REV. CHARLES C. MILTNER, C.S.C.**, who was named president of Portland University, Portland, Ore. **RT. REV. LOUIS J. SMET**, spiritual director and former vice-rector of the American College at Louvain, died. **SISTER MARY BENINGNA** was elected superioress of the Eastern Province of the Poor Sisters of St. Francis, LaFayette, Ind., succeeding Mother Mary Bernarda, who died this summer. **REV. STEPHEN A. BOYLE, S.J.**, for 10 years a member of the faculty of Marquette University High School, Milwaukee, Wis., and a former teacher at the University of Detroit, died at the age of 60. **REV. ERWIN J. TONER, S.J.**, of Mt. St. Michael's, Spokane, Wash., is now the Northwest regional director for the Sodality.

Coming Conventions

Nov. 21-23. National Council of Teachers of English, at Chicago, Ill. **W. Wilbur Hatfield**, 211 W. 68th St., Chicago, Ill., secretary. — **Nov. 22-23.** Educational Conference of Sisters of Loretto at the Foot of the Cross, at Denver, Colo. **St. Georgeita, Webster College, Webster Groves, Mo.**, secretary. — **Dec. 13-18.** American Vocational Association, at San Francisco, Calif. **L. H. Dennis**, 1010 Vermont Ave., Washington, D. C., secretary. — **Dec. 26-28.** Associated Academic Principals of the State of New York, at Syracuse, N. Y. **Ralph M. Faust**, Oswego, N. Y., secretary. — **Dec. 26-28.** Modern Language Association of America, at Boston, Mass. **Prof. Percy W. Long**, New York University, New York, N. Y., secretary. — **Dec. 26-28.** National Commercial Teachers Federation, at Chicago, Ill. **J. Murray Hill**, Bowling Green, Ky., secretary. — **Dec. 27-28.** National Council of Geography Teachers, at University, La. **Floyd F. Cunningham**, State Teachers College, Florence, Ala., secretary. — **Dec. 28-30.** American Catholic Sociological Society, at Chicago, Ill. **Dr. Ralph A. Gallagher, S.J., Ph.D.**, Loyola University, Chicago, Ill., secretary. — **Dec. 27-31.** American Catholic Historical Association, at New York, N. Y. **Right Rev. Msgr. Peter Guilday**, Catholic University of America, Washington, D. C., secretary. — **Dec. 27-Jan. 2.** American Association for the Advancement of Science & Associated Societies, at Philadelphia, Pa. **Dr. F. R. Moulton**, Smithsonian Institute Bldg., Washington, D. C., secretary. —

Dec. 29-31. Music Teachers National Association, at Cleveland, Ohio. **D. M. Swarthout**, University of Kansas, Lawrence, Kans., secretary. — **Dec. 30-31.** American Catholic Philosophical Association, at Detroit, Mich. **Rev. Chas. A. Hart, Ph.D.**, Box 176, Catholic University of America, Washington, D. C., secretary.

State Association Meetings

Arizona Education Council, at Tucson, Ariz. **Nov. 7-9.** **J. Morris Richards**, State Dept. of Education, Capitol Bldg., Phoenix, Ariz., secretary. — **Illinois University — High School Conference**, at Urbana, Ill. **Oct. 31-Nov. 2.** **A. W. Clevenger**, 209 Administration Bldg., E., Urbana, Ill., director. — **Illinois Education Association**, at Springfield, Ill. **Dec. 26-28.** **Irving F. Pearson**, 100 E. Edwards St., Springfield, Ill., secretary. — **Indiana State Teachers Association**, at Indianapolis, Ind. **Oct. 24-25.** **Robert H. Wyatt**, 203 Hotel Lincoln, Indianapolis, Ind., secretary. — **Iowa State Teachers Association**, at Des Moines, Iowa. **Nov. 7-9.** **Agnes Samuelson**, 415 Shops Bldg., Des Moines, Iowa, secretary. — **Kansas State Teachers Association**, at Salina, Topeka, Wichita, Hays, Parsons, Garden City, Kans. **Nov. 1-2.** **F. L. Pinet**, 315 West 10th St., Topeka, Kans., secretary. — **Missouri State Teachers Association**, at Kansas City, Mo. **Nov. 6-9.** **Thos. J. Walker**, Missouri State Teachers Bldg., Columbia, Mo., secretary. — **New England Association of College and Secondary Schools**, at Boston, Mass. **Dec. 6-7.** **George S. Miller**, Tufts College, Medford, Mass., secretary. — **New Jersey State Teachers Association** at Atlantic City, N. J. **Nov. 8-11.** **S. C. Strong**, West Orange, N. J., secretary. — **New York State Teachers Association (South Eastern Zone)** at New York, N. Y. **Nov. 1.** **John Crawley**, High School, Highland, N. Y., secretary. — **New York State Association of Elementary Principals**, at Syracuse, N. Y. **Dec. 26-28.** **Walter A. LeBaron**, Franklin School, Schenectady, N. Y., secretary. — **Oregon State Teachers Association**, at Portland, Ore. **Dec. 26-28.** **E. F. Carleton**, 602 Studio Bldg., Portland, Ore., secretary. — **Pennsylvania State Education Association**, at Harrisburg, Pa. **Dec. 26-28.** **H. E. Gayman**, 400 N. 3rd St., Harrisburg, Pa., secretary. — **South Dakota Education Association**, at Aberdeen, S. Dak. **Nov. 24-27.** **S. B. Nissen**, Room 200, Williams Bldg., 218 S. Main Ave., Sioux Falls, S. Dak., secretary. — **Texas State Teachers Association**, at Fort Worth, Tex. **Nov. 21-23.** **B. B. Cobb**, Fort Worth, Tex., secretary. — **Virginia Education Association**, at Richmond, Va. **Nov. 19-22.** **Francis S. Chase**, 401 North 9th St., Richmond, Va. (Concluded on page 20A)

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(Concluded from page 19A)

Va., secretary.—West Virginia State Education Association, at Huntington, W. Va. Nov. 6-8. R. B. Marston, 1816 Washington St., Charleston, W. Va., secretary.—Wisconsin Education Association, at Milwaukee, Wis. Nov. 7-9. O. H. Plenzke, 404 Insurance Building, Madison, Wis., secretary.—Wisconsin Association of Modern Foreign Language Teachers, at Milwaukee, Wis. Nov. 7-9. Mariele Schirmer, Milwaukee State Teachers College, Milwaukee, Wis., secretary.

HAND FIRE EXTINGUISHERS

(Concluded from page 324)

make sure of the right protection, it is well to consult a representative of a reliable fire-extinguisher manufacturer.

Location and Operation

Fire extinguishers should be conspicuously located in places where they can be easily reached, and, also, always near exits so that the user can get out safely, if necessary. Extinguishers can be hung on hangers, sup-

ported by brackets, or set on shelves, but the top of the extinguisher should never be more than five feet from the floor. The space around them should always be kept clear of boxes, barrels, or anything which might make the extinguishers difficult to reach when needed.

All approved hand fire extinguishers are easy to operate and carry labels with directions for operating. It is well, however, for everyone to know, in advance, how to handle and operate extinguishers so that no time will be lost when prompt action is needed.

In fighting fires in ordinary combustible materials with a fire extinguisher, always direct the stream at the base of the flames so that the burning materials will be cooled and quenched.

In fighting fires in flammable liquids, be sure that you use the right type of extinguisher, since, if water is thrown on the flames,

it will merely scatter them and make matters worse. If the burning liquid is in an open pan, pail, or tank, play the stream from the extinguisher on to the inside wall of the container just above the burning surface. If the burning liquid has been spilled on the floor or ground, play the stream on the edge of the liquid nearest you and slowly move forward, moving the stream from side to side, until the entire area has been covered. Two or more people with two or more fire extinguishers and plenty of refill materials may be able to keep a large fire in check, or protect a near-by building from catching fire until help arrives.

Maintenance of Extinguishers

Fire extinguishers must be ready for instant use at all times. This means that they must be inspected often and properly maintained. It is important to remember that certain types of fire extinguishers must be discharged and recharged once a year, while others need only to be checked to make sure that they are in good working order. In every case, maintenance and recharging instructions are carried on each extinguisher. These instructions should be carefully followed.

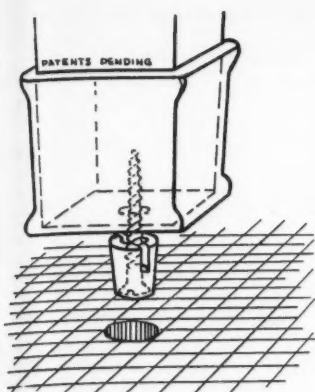
All extinguishers should be inspected at least twice a year to make sure that they have not been tampered with or discharged and replaced without recharging, that the nozzle opening is not clogged, and that no parts have been damaged. In recharging extinguishers or replacing damaged parts, always use materials supplied by the manufacturer of the extinguisher, since, otherwise, the extinguisher may not operate properly when needed. Every extinguisher should have a tag attached to it, on which should be written the date, whenever it is inspected or recharged.

Frozen extinguishers are likely to be badly damaged and must not be discharged in the regular way or repaired locally. Remove the contents by taking off the cap and send the extinguisher to the manufacturer for inspection and repair, if this is possible.



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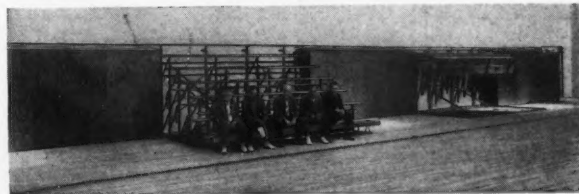
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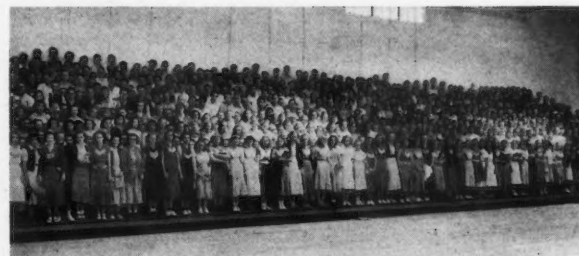
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New Books

(Continued from page 320)

New Hymns

Messrs. McLaughlin & Reilly Company, Boston, have issued the following three hymns:

1) by H. Gruender, S.J., a four-part mixed chorus for the feast of Christ the King. English and Latin text. Melodious and impressive yet easily mastered by the average choir. The proof-reader seems to have overlooked some slips in the Latin text.

2) by W. J. Marsh, a Christmas hymn (*Magnum nomen Domini*) for three trebles with English and Latin text (p. 3 correct *genitu* to *genuit*), and

3) by J. A. Korman, a two-part chorus for Christmas with English and adapted Latin text. These two Christmas hymns are easy and serviceable. All three hymns are written with organ accompaniments and the price is 15 cents each. — J. J. P.

Singing 'Round the Year

By Agnes Wright. Cloth, 52 pp. Illustrated in four colors. \$2. A. S. Barnes & Co., New York, N. Y.

This attractive book contains the words and music for 48 songs, grouped in calendar form, four songs for each month. The songs and accompaniments are simply constructed, being expressly written for young children.

The Story Way

By Julia Letheld Hahn. Cloth, 144 pp. Illustrated in color. School Edition, 80 cents. Houghton Mifflin Co., Boston, Mass.

Children in the primary grades will enjoy the stories in this book, with their attractive four-color illustrations. At the end of each story, there is provided a device resembling a game. Numbered pictures follow the stories, and the child places them in the text, or, in some cases, three pictures are given and the child selects the two belonging to the story.

Manoel

By Claire Nelson Atwater. Cloth, 71 pp., illustrated. \$2. Longmans, Green & Co., New York, N. Y.

The scene of this story of a boy and his dog is laid in Portugal.

Fish Production

By Josephine Perry. Cloth, 104 pp., illustrated. \$1.50. Longmans, Green & Co., New York, N. Y.

This story of the modern methods of catching and marketing fish is a new book in the *America at Work Series*. The important food fishes and the grounds where they are caught are first presented, as an introduction to methods of fishing. The fishermen also are an important part of the story.

New Catalog of Fiction

Novels and Tales by Catholic Writers, a catalog compiled by Rev. Stephen J. Brown, S.J., has appeared in its seventh edition (1940). The new catalog contains about 850 additional titles.

This book, which has become indispensable to librarians, schools, and students, may be had for 50 cents (postage free) from Central Catholic Library Association, Inc., 74 Merrion Square, Dublin, Ireland.

The Jesuit in Focus

By James J. Daly, S.J. Cloth, 222 pp. \$2.50. The Bruce Publishing Co., Milwaukee, Wis.

Appropriately, in this the 400th anniversary year of the founding of the great Jesuit Order, there appears from the pen of one of the sons of Ignatius Loyola a series of brilliant chapters in which he takes apart "funny popular sketches, often caricatures, of the Jesuit" which have long been foisted upon a public unequipped, for the most part, to recognize them for what they were. The author begins by giving the reader an idea of the spirit that inspired the Constitution and Rules of the Society and by interpreting the Spiritual Exercises. He then shows the spirit of the Society as manifested in the lives of its members. The Jesuits' persecutions and suppression, their treatment at the hands of historians past and present, embittered ex-Jesuits, the Society's

relation to other societies in the Church, etc., are other subjects of discussion. The earnest effort of the author in this book is to make known to those outside, the Society as it really is. *The Jesuit in Focus* is a Science and Culture Book.

Your Speech

Sixth Grade, Part I. By David Powers and Suzanne Martin. Cloth, 204 pp., illustrated. 75 cents. Pitman Publishing Corp., New York, N. Y.

In the April issue of THE CATHOLIC SCHOOL JOURNAL there were reviewed the Seventh Grade, Part I and the Eighth Grade, Part I books of this Speech series. The sixth-grade book is organized on the same plan — divided into projects, each project containing five sections: Your Words, Your Diction, Your Voice, Your Social Skill, Your Pronunciation. The theoretical material included is no more than that needed to give adequate understanding of the principles involved. Opportunities for practice to set the skills learned are provided.

A Teachers' Manual, including model lessons and other directions for the teacher, has been provided for each book.

Teaching With Motion Pictures

By Mary E. Townes. Paper, 29 pp., Bureau of Publications, Teachers College, Columbia University, New York, N. Y. (Revised, 1940).

A guide to sources of information, i.e., to books, magazine articles, lists, catalogs, etc., on using films for teaching and on sources from which teachers may get films.

Story and Verse for Children

Selected and edited by Miriam Blanton Huber. Cloth, 843 pp. \$3.50. The Macmillan Company, New York, N. Y.

A new collection of modern fiction and verse for teachers and mothers.

The Coming of the King

By Rev. Cornelius J. Holland. Paper. 96 pp., illustrated. St. Anthony Guild Press, Paterson, N. J.

A Nativity play in four scenes, with complete directions for stage and costumes, also music.

(Concluded on page 24A)

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(Concluded from page 22A)

Milestones of the Drama

By Helen Louise Cohen. Cloth, 564 pp. \$1.75. Harcourt, Brace & Company, New York, N. Y.

Six plays for high-school study. The oldest is Oedipus, by Sophocles; the newest is The Emperor Jones, by Eugene O'Neill.

Teaching Obedience in the Home

One of the Parent Educator series. A text with outlines for a religious-discussion club. Paper, 61 pp. 25 cents. The National Catholic Welfare Conference, 1312 Massachusetts Ave., N.W., Washington, D. C.

Visual Education

By a Committee of the department of elementary school principals of the N.E.A. Paper, 94 pp., illus. 50 cents. National Education Association, 1201 Sixteenth St., N.W., Washington, D. C.

Contents: Overview of Visual Education; De-

sign for Living Learning; Sources of Material and Bibliographies. This booklet will be helpful to all who are seeking to clarify their thinking on visual education.

Life of Francis of Assisi in Silhouettes

By Sister Fides Shepperson, Ph.D. Paper, 64 pp. The American Humane Association, Albany, N. Y.

Golden Springs

By Sisters of St. Joseph of Boston, with Arthur I. Gates as adviser in reading method. Cloth, 415 pp. \$1. The Macmillan Co., New York, N. Y.

This is the sixth reader in the series of *New Ideal Catholic Readers*. The content, informational and recreational in character, is arranged in topical units on subjects which have a general appeal to children: stories of patriotic interest, stories of democracy, historical tales, myths, lives of great men and women, and travel stories. There are 51 pages of exercises and activities, including

comprehension exercises and tests, reading skills and techniques, exercises in the use of the dictionary and encyclopedia, and activities.

A Companion to the Spiritual Exercises of St. Ignatius

By Aloysius Ambruzzi, S.J. Cloth, 368 pp., \$2.75. The Bruce Publishing Co., Milwaukee, Wis.

This third edition contains a few important changes from former editions. The pictures illustrating the mysteries of our Lord's life, passion, and resurrection and the poetical and prose passages which had been interspersed are omitted. On the other hand, each meditation now ends with a prayer reproduced from *The Spiritual Exercises Made Easier*, recently brought out by the author. Useful additions have been made in the body of the book and in the appendices.

The book will prove of great help to those who want to study *The Exercises* and, most of all, to those who want to make them.

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Cavalcade Records

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A Patriotic Hymn

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Story of Western Pines

The Western Pine Association, 510 Yeon Bldg., Portland, Ore., has published an interesting illustrated booklet about the pine lumber industry, for use in the 7th, 8th, and 9th grades. A sample copy is free. Quantities may be obtained at nominal cost.



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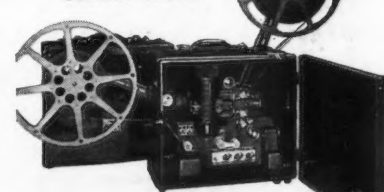
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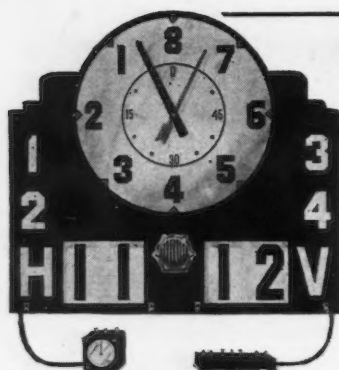
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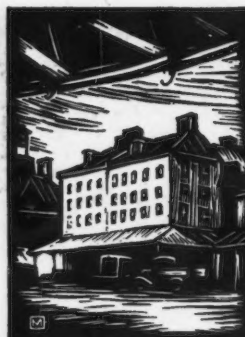
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